



MR. JOSEPH PACKARD  
PRESIDENT BOARD OF SCHOOL COMMISSIONERS  
From 1900 to 1907

SEVENTY-NINTH ANNUAL REPORT

OF THE

Board of School Commissioners

TO THE

MAYOR AND CITY COUNCIL OF BALTIMORE

FOR THE

FISCAL YEAR ENDING DECEMBER 31, 1907



BALTIMORE, MD.  
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 1907

**BOARD OF SCHOOL COMMISSIONERS.**

ORGANIZED MARCH 1, 1900.

NAME.	ADDRESS.	TERM EXP.
JOHN E. SEMMES, <i>President</i> .....	S25 Equitable Building.....	1912
ALCAEUS HOOPER.....	10 South Street.....	1908
CHARLES H. EVANS.....	214 North Street.....	1908
ALBERT B. CUNNINGHAM.....	News Office.....	1910
WILLIAM ROSENAU.....	S25 Newington Avenue.....	1910
DAVID D. KENNEDY.....	B. & O. Building.....	1912
THOMAS McCOSKER.....	2112 E. Pratt Street.....	1910
WILLIAM C. ELIASON.....	2728 St. Paul Street.....	1908
EDWARD ROSSMANN.....	1629 McElderry Street.....	1912

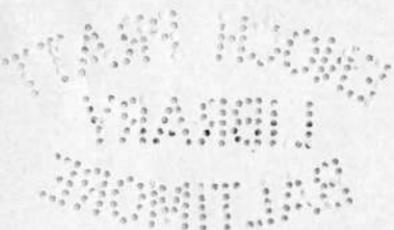
**OFFICERS.**

JAMES H. VAN SICKLE.....	Superintendent.
HENRY A. WISE.....	First Assistant Superintendent.
JOHN E. McCAHAN.....	Assistant Superintendent.
HENRY S. WEST.....	Assistant to Superintendent.
JOHN H. ROCHE.....	Secretary.
FRANK N. CLARIDGE.....	First Assistant Secretary.
JOSHUA R. JOLLY.....	Second Assistant Secretary.
HENRY C. BUCKMASTER.....	Third Assistant Secretary.
BENJ. B. OWENS.....	Supervisor of School Buildings.
FLORA M. PFOUTZ.....	Clerk to Superintendents.
GRACE C. BLACK.....	Stenographer.
REGINALD KEENE.....	Clerk to Supervisor.

[Extract from the minutes of the Board of School Commissioners,  
meeting of January 8, 1908.]

On recommendation of Messrs. Rossmann, Rosenau and McCosker, the Committee appointed to take notice of the resignation of President Packard, the following was adopted:

*Resolved,* That the Board of School Commissioners desire to place on record their feelings of regret at the retirement of Mr. Joseph Packard as President of the Board, in which capacity he served the city, from 1900 to 1907, faithfully and well, and that this minute of the Board be spread upon a page in its record together with the picture of Mr. Packard.



## THE PUBLIC SCHOOL SYSTEM OF BALTIMORE.

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The Educational Chapter of the Baltimore City Charter, adopted in the year 1898, provides for a Board of School Commissioners, a Superintendent of Public Instruction, and one or more Assistants, a Supervisor of School Buildings, and School Visitors, one or more for each school. It provides for a separation of educational from business affairs and lays down the broad principles upon which both are to be conducted.

The Board of School Commissioners consists of nine-members appointed by the Mayor for terms of six years, the terms of three of them expiring every two years. They serve without pay. They are chosen by the Mayor "from among those he deems most capable of promoting the interests of public education, by reason of their intelligence, character, education and business habits." In their appointment, ecclesiastical and party ties are not regarded and the schools are thus entirely removed from the field of political and religious differences.

The Board's powers include the appointment of a Superintendent of Public Instruction and his assistants, and all other officers, clerks and employees, with the right to remove them at pleasure; to confirm or reject all nominations of teachers made to it by the Superintendent of Public Instruction from graded lists; to remove teachers on the recommendation of the Superintendent, after trial; to fix salaries of all officers and employees within the aggregate amount appropriated by ordinance of the Mayor and City Council; to advise the Inspector of Buildings with regard to plans for new school buildings and repairs or alterations of old ones; to purchase, through the Board of Awards, text-books, stationery, furniture, and all supplies needed by the schools.

It will be seen that the Board of School Commissioners has direct control over the expenditure of all money appropriated for school purposes, except that for school buildings and sites. Indirectly, it has control of the building fund also, since the Charter provides that "no plan shall be finally adopted without the concurrence of said Board."

The Superintendent of Public Instruction is the executive officer of the Board. His duties, as defined by the Charter, include the examination of teachers and reporting to the Board graded lists of those whom he and his assistants deem qualified for appointment. He is to supervise the work of teachers and advise the Board in respect to the course of studies, text-books, and methods of instruction. With the aid of the Supervisor of School Buildings, he is to ascertain the sanitary condition of every building and report what repairs and improvements are necessary.

Under the rules of the Board, the Superintendent is responsible for nomination from eligible lists of members of the teaching staff, and for the assignment and transfer of teachers. He is given large powers and held responsible for their proper exercise.

In the work of supervision he is aided by three assistant superintendents, and by twenty-four principals, one for each of the twenty-four groups into which the elementary schools of the city are divided. A group of schools consists ordinarily of a central school, enrolling children in the upper grades, and a number of primary schools whose pupils go to the central school after completing three or four years' work. This assignment of pupils is not, however, being followed in the newer buildings. The present tendency is to have all grades under one roof. All the schools of a group are regarded as practically one school, being managed by one principal. In disciplinary and executive matters the principal is assisted by one vice-principal in each building. Each teacher is directly responsible to the principal and each principal is directly responsible to the superintendent. Thus the plans of the Board and its officers are not transmitted through a long line of subordinates before

reaching the teaching force, but a system of communication unusually simple and direct for so large a city is maintained. This leads to a better mutual understanding than is possible under a more complicated organization, and unity and harmony of effect are to a correspondingly large extent secured.

The Public Schools are classified as kindergartens, enrolling children who are not quite ready for regular grade work; elementary schools, covering eight years' work; and secondary schools, providing four years' work. Pupils are classified according to working power so that they may advance through the course at their normal rate of speed. Many pupils complete the elementary course in seven years, and even in six years, and the secondary school work in three or three and a half years; others require the average time; and still others more than the average time. The school is made to fit the pupil. In the schools known as English-German schools (nine in number), German may be begun in the first year and continued throughout the course.

At the end of the sixth school year, at about the age of twelve years, pupils who have done well up to that point, may take up, in classes known as Preparatory Classes, the study of Latin and either French or German in addition to their other studies. The credits thus earned by pupils in the last two years of the elementary school are made a part of their high school record, and count toward the high school diploma.

Ungraded classes are maintained for pupils who, temporarily, cannot work to advantage in regular classes. No stigma attaches to enrollment in ungraded classes. The instruction is carried on by especially skillful teachers who receive a moderate addition to the regular salary for their service.

Evening schools are maintained during six months of the year with sessions three evenings each week.

The School Attendance Department employs twelve Attendance Officers who work under the direction of the Second Assistant Superintendent. A Parental School is maintained for the continuous care of habitual truants committed to it by the Juvenile Court.

Sewing has for several years been taught by special teachers to girls in grades three to eight, inclusive, except the seventh. Drawing is taught in every grade, both in the elementary and high schools. In the elementary grades the instruction in drawing is given chiefly by the regular teachers under the direction of a drawing supervisor and several assistants. Cooking is taught to the girls of the seventh grade in nearly all of the schools. It is the purpose of the Board to extend this useful feature of school work to include the eighth grade and possibly the sixth. Elementary manual training is carried on in connection with drawing in the lower and intermediate grades. The course in manual training is suggestive rather than mandatory, but the teachers voluntarily do much to encourage construction work with reed, raffia, clay, Venetian iron, thin wood, and other materials. Shops are provided at central points, in which boys of the seventh and eighth grades work at the bench for an hour and a half each week, while the girls are in the cooking schools or engaged in sewing.

Music is carefully taught through the entire course, from the first grade to the twelfth. In the elementary grades the instruction is given by the regular teacher under the guidance and direction of a supervisor of music and three assistants. Outlines for instruction in music, scheduling material and procedure for every lesson, have been furnished by the Supervisor. Special attention has also been given to the Training School pupils, since it is of the foremost importance to prepare young teachers to carry on effectively the work in music in their own school rooms.

Five high schools are maintained at public expense. The Baltimore City College for boys, and the Eastern and Western High Schools for girls have almost identical programs of study. They aim to furnish pupils whose school life will end with the secondary school a sound fundamental education; to give those who mean to devote themselves to teaching in the elementary schools the proper general training preparatory to the special course in the Teachers' Training School; to afford those who seek it special preparation for entering college. To attain

these ends, carefully planned courses of study are offered in English literature and composition, in other languages and literatures, in mathematics, in science, in history, in commercial branches, in drawing, and in physical culture.

The Baltimore Polytechnic Institute belongs to that class of institutions known elsewhere as manual training high schools. It was the second institution of its kind in the United States to be supported at public expense. Besides giving to students a sound general education, it aims to give boys that helpful and highly valuable manual training which broadens education and conduces to dexterity, contrivance, and invention. To this end, the time usually devoted to Greek and Latin is in this school employed, during two years of the course, in carpentry, sheet metal work and light forge exercises. These exercises cover what is known as manual training, and are given with special reference to their educational value. The school undertakes to give pupils in the third and fourth years such studies in mathematics, physics and chemistry, and such mechanical exercises in applied manual training, as will fit them for teaching in manual training schools, for immediate and remunerative employment in the drafting room, or for engagement in the wide field of electrical and mechanical engineering, or, for entrance to advanced standing into an institution of technology, should a higher technical education be desired.

The Colored High and Training School admits to its classes both boys and girls. The courses of study followed are similar to those offered in the other secondary schools, differing chiefly in the wider opportunity given to girls to choose industrial work, such as cooking, dressmaking and millinery. The courses in manual training for boys are similar to those given in the Baltimore Polytechnic Institute.

The training of teachers is without question the most important single feature of the school system. Two Training Schools are maintained, one for white teachers and one for colored teachers. From seventy to eighty new teachers are needed in the elementary schools each year to provide for the annually increasing enrollment of children, and for withdrawals

from the service. The rules of the Board require two years' training after high school graduation as a condition of eligibility.

The first year of the Training School course is devoted to the study of the history of education, psychology, general and special method; and to observation of good teaching, with some closely supervised practice in actual teaching. The second year is devoted largely to actual teaching, though the work in theory is continued. In the second year of the course the students receive compensation for the actual service rendered in teaching. They take charge of school rooms and work under the immediate direction of critic teachers. Each critic teacher is responsible for the progress of classes of children in two school rooms, and thus has under her immediate direction two normal school pupils. A Supervisor of Practice visits all rooms in which training school pupils are teaching and aids both critic teacher and pupil teacher by her advice. The Supervisor of Practice continues to render assistance to newly trained teachers while they serve as substitutes before appointment as regular teachers, and for one full trial year after appointment.

Since the City Charter requires all candidates for positions as teachers in elementary schools to enter the service through a competitive examination, students are not graduated from our Training Schools; but the examination which they and others take is professional, covering, as far as possible, the training school course. The names of those passing the examination are at first arranged on a Preliminary List, in the order of their averages in this examination; and they receive preference in this order in substitute work. As, however, they do not always develop skill in actual teaching in this order, they are drawn from this Preliminary List and placed on the Graded List in the order in which they develop power as teachers, their places on the Graded List being determined by two elements which are combined in a final average. These two elements are the mark obtained in the professional examination and that given as the value of the practical work in the school room. Teachers are nominated for election in the order in which their names appear on the Graded List.

# REPORT OF THE PRESIDENT OF THE BOARD OF SCHOOL COMMISSIONERS.

OFFICE OF THE BOARD OF SCHOOL COMMISSIONERS.

BALTIMORE, January 2, 1908.

HONORABLE J. BARRY MAHOOL,

*Mayor of the City of Baltimore.*

SIR—The Board of School Commissioners respectfully submits the Seventy-ninth Annual Report, showing the condition of the Public Schools of the City of Baltimore during the year ending December 31, 1907.

## SCHOOL ACCOMMODATIONS.

The new building for School No. 64, at Forest Park was opened in January of 1907, and furnishes very much needed facilities for that growing neighborhood. No buildings are under construction at the present time. During last summer, the building formerly known as the University School for Boys was purchased to take the place of the rented building formerly known as School No. 49. The Board has urged the provision of proper accommodation for the children of this neighborhood for more than five years past, and it was fortunate that the city was able to secure a building entirely suitable for school purposes without the delay incident to the purchase of a lot and the erection of a building, and at no greater price than would have been required in the latter case. The building on Saratoga street near Charles, for which there is no immediate demand for school purposes, has been turned over to the Police Department.

## BUILDINGS OCCUPIED.

Schoolhouses owned by the city.....	110
Dwelling houses owned by the city.....	3
Portable frame buildings owned by the city.....	22
Buildings or parts of buildings rented by the city.....	26
<hr/>	
Total number of buildings occupied.....	161

## ADDITIONAL RENTED BUILDINGS IN 1907.

Branch to No. 76, Hull Street, near Fort Avenue.  
No. 56, Druid Avenue, Woodberry.

## LOTS LEASED OR PURCHASED.

During the year, a lot facing Druid Hill Park, in what is known as Orem Park, has been purchased; also, one on the Reisterstown Road in the neighborhood of Third avenue; and also one on the southwest corner of Payson and Mulberry streets. Negotiations are still in progress for the purchase of a lot in the vicinity of No. 51 at Waverly. Steps will be taken during the current year to erect a parental school building on the lot purchased for that purpose, to which title has recently been acquired, out of the appropriation made for that purpose and carried over from last year.

The need for a new building for the Polytechnic Institute continues urgent, as it seems almost certain that pupils must be rejected next September for lack of accommodation. The character of the work done here has been strongly commended by higher educational institutions, by engineers, and by manufacturing concerns, and proper provision for this important school is the most pressing of any in the line of secondary education in the city. It is hoped that, during the year, under the provisions of the Ordinance of Estimates for 1908, a lot for the purpose may be acquired or perhaps a lot and building secured.

It cannot be many years before the City College, already well filled, will be overtaxed and timely provision should be made for its expansion. Under the Ordinance of Estimates for 1908 it is possible that something may be done to relieve conditions at the Western High School and the Colored High and Training School.

During the year some additions will be made to the buildings for elementary schools and such provision must continue to be made, year by year, if we are to have adequate and satisfactory accommodation for the children.

Last September the Board was advised by the Health Commissioner that the water should be boiled which is to be used for drinking by the pupils of the schools. It has been found almost impracticable to carry out this recommendation, and at present experiments are being made with a sterilizing apparatus which, if successful, will with certainty and efficiency accomplish the end desired.

### PROGRESS OF THE SCHOOLS.

*Night Schools.*—During the year, the night school work has been further extended by opening three additional schools: one at Locust Point, one at Lakewood avenue and Orleans street, and a third at Waverly. Classes in sewing have been organized at School No. 58, at Woodberry, and two additional cooking schools have been opened: one in the southwestern section at School No. 98, and the other in the northeastern section at School No. 85. Good results continue to follow from the grading in academic work mentioned in the last report. The provision by which pupils may pass on through the elementary grades and the high school course has encouraged and stimulated their efforts.

*Colored Schools.*—Within the past fifteen years, the City Council has on two occasions requested the Board of School Commissioners to place the colored schools in charge of colored teachers as rapidly as possible, and it has been the constant aim of the Board to carry out this request. The difficulty of obtaining an adequate supply of properly trained colored teachers has been a serious obstacle; but, through our Colored High and Training School, we have at last been able to secure the requisite number, and during the year the last of the colored schools which had been under the charge of white teachers was transferred to the charge of colored teachers, thus giving us seventeen white teachers for reassignment in white schools.

*Epileptic Classes.*—From evidence furnished to the Board, it was manifest that a number of children of epileptic tendencies were in the ordinary classes at a disadvantage to themselves and at a risk of exposing teachers and the other pupils to in-

jurious nervous strain. Provision has therefore been made for two classes for these children and the Board is trying the experiment of furnishing car tickets for those children whose homes are beyond walking distance from the classes, on the principle which is acted on in the consolidation of rural schools. The Health Department has kindly volunteered to give special attention to these children through the medical examiners of the schools, and it is hoped that under the advice of the medical examiners the teachers may be able in some degree to anticipate an approaching attack and to give help to the suffering child.

*Compulsory Attendance and the Parental School.*—Failure to comply with the law requiring children to attend school is specially to be noted in the parts of the city occupied by foreigners, who have not learned to appreciate the need of education for their children. In the parental school, in its temporary location on Gilmor lane, thirty-six truant boys are cared for and a great improvement in the disposition of the boys towards steady work has been noticed.

*Manual Training and Cooking Centers.*—A new manual training center was established at School No. 98, furnishing facilities for pupils in the southwestern section of the city. In the near future, it is to be hoped that the Board may be able to establish three new centers: one for the extreme northern part of the city, one for the suburban schools in the western section, and one to accommodate schools Nos. 79, 49 and 46. There has been a marked advance in the ability and interest of the teachers and in the appreciation of the usefulness of the work by the public at large. An exhibition of the industrial work of the children was held at McCoy Hall last spring, and the large attendance of the public indicated remarkable interest. At the request of many persons, the exhibit was afterwards placed for a week at a time at four different points in the city.

During the year two new cooking centers have been opened, making ten centers for white children and two for colored children. In some of these centers instruction is given to fifth, sixth, seventh and eighth grade girls. The younger

children cook simple dishes and receive instruction in cleaning, sweeping, dusting and serving. Where children have been instructed for several years in cooking in the final year they are taught the proper combination of food and the relation of cost to nutritive value.

### SECONDARY EDUCATION.

A fourth preparatory school was established in September in School No. 49, which had recently been purchased, as already mentioned. The people of this city are becoming more alive to the advantage to their children of these preparatory schools: for, from a beginning of five classes we have advanced to twenty classes. In these classes boys and girls can begin the foreign languages at an early age when verbal memory is most active and thus secure high school credits before entering the high schools and shorten the time for preparation for college.

### PROFESSIONAL TRAINING AND DEVELOPMENT OF TEACHERS.

*Training Schools for Teachers.*—Those, whose first thought in regard to the public schools is that they are to furnish places for people to earn their livelihood, are much fewer than they once were. It is more and more realized, as it ought to be, that the schools are for the children, and that for their advancement the best teaching that can be had must be secured. It is appreciated that teaching is a profession and that, as in the profession of law, medicine and theology, three or four years of professional training are required, so some sufficient period should be devoted to the training of teachers. With this idea the teachers' training school was established, and the Board has reason to be satisfied with the result of its work. About two hundred and fifty persons have passed through the school, most of whom are at present teaching acceptably in the schools. There has been a large growth in the attendance at the training school for white teachers, which is no doubt due to the increased remuneration, which through the favorable action of the Board of Estimates last year, the Board was able

to offer to teachers. In the active competition of industrial and commercial enterprises for talented men and women, we cannot hope to secure the most highly qualified persons unless we are able to offer them adequate salaries.

During this year, for the first time, pupils of the training school for teachers were held for the second year's work before completing the examinations required by law. The eighty-five teachers who are in the present second year classes of the training school have passed the examination in three subjects, but they must pass in five other subjects in June, 1908, before their names will be placed on the preliminary lists. Through the use of the pupils of the second year class of the training school in the teaching of classes under expert supervision, the expense to the city of conducting the training schools is very small; possibly there is an actual saving of expense.

*Normal Extension.*—The teachers already in the schools have shown a commendable interest in the opportunities offered by the Board to improve themselves in their profession through the facilities offered by the normal extension course. Promotional examinations held for the purpose of ascertaining what teachers are entitled to receive the higher grade of salaries provided under the rules of the Board have been described in former reports of this Board. The main object of these examinations is: first, to insure that the candidate can use the mother tongue accurately and effectively, that being the foundation of success as a teacher; the other examination is intended to test in the most effective way possible the capacity of the teacher to deal with the ordinary problems of school life. The Normal Extension Department provided to all teachers who choose to attend (attendance being absolutely voluntary) a number of more or less general lectures tending to give breadth of view and to set high professional ideals, and also several series of practical talks having important bearing upon the teacher's daily work. In the field of educational psychology and educational theory lectures were given by Dr. John Dewey, Professor of Education in Columbia University; by Dr. E. C. Moore, Superintendent of Schools of Los Angeles; by Pro-

fessor Preston M. Search and Professor Earl Barnes, both noted lecturers and writers on educational subjects; by Dr. C. J. France, who was during the past scholastic year Professor of Education in the Baltimore City College. In the field of English literature and composition lectures were given by Assistant Superintendent West, by Dr. W. F. Melton of the City College, by Dr. John C. French of Johns Hopkins University; and to the colored teachers especially by Miss Cora Jackson of the Colored High School. In science, Mr. F. W. Besley, State Forester of Maryland, gave a series of talks upon trees; and Mr. Philip Friese and Mr. Charles Plitt of the City College, and Mr. William H. Hall of the Polytechnic Institute gave a number of practical lessons on the science work in the course of study. Finally, a large number of teachers' meetings were held to discuss the best ways of accomplishing the whole work of particular grades. These meetings were led by a corps of teachers headed by Miss Persis Miller, Grade Supervisor for the upper grades.

*Change in the Teaching Force.*—Seventy-two vacancies have occurred in the teaching force since January, 1907, of which five were caused by death and sixty-seven by resignation.

The names of teachers elected to the City College and other high schools are as follows:

Baltimore City College.—Christopher Longest, Latin; Philip H. Edwards, Latin; Chalmers S. Brumbaugh, Mathematics; Ralph Osborn, Biology; Arthur B. Marshall, Stenography and Typewriting.

Eastern High School.—Olive C. Slater, Drawing; Elizabeth S. Andrews, Gymnastics; Amelia Graf, French and German; Alice Dubreuil, English and Algebra; Cornelia Harcum, Latin and Algebra. The last three (college graduates teaching in elementary schools) were transferred to this school.

Western High School.—Charlotte Jones, Mathematics; Elizabeth Montell, History; Laura J. Cairnes, Algebra, Physical Geography and American History; Leola Dixon, Mathematics; Esther A. Harrison, English; Margaret T. Engler, Geography, History and Science. Miss Montell, a college graduate, and Miss Dixon by competitive examination were transferred to this school from elementary schools.

Baltimore Polytechnic Institute.—George S. Wills, English; William H. Wilhelm, Mathematics; William DeBaufre, Physics; Andrew J.

Lowndes, Assistant in Engineering; James B. Arthur, Laboratory Assistant.

Teachers' Training School.—Annette Hopkins, transferred from Eastern High School, and Elizabeth Montell, transferred from Western High School.

Colored High and Training School.—Ethel W. Highwarden, History; G. David Houston, History; Carrington L. Davis, German; William H. J. Becket, Gymnastics.

### STATISTICS.

	1906	1907
Average attendance .....	55,079	54,572
Average number belonging.....	61,977	61,859
Total roll .....	<u>81,964</u>	<u>81,402</u>

Owing to the change in the rule ordered by the Board January 23, 1907, requiring beginners not quite six years of age in September to wait till February before entering school the enrollment for 1907 has been materially lessened. The difference in enrollment due to this cause is estimated at 1,100.

Under the rule as to the number "belonging" some of the pupils are temporarily dropped because of illness or other causes of absence, but they are really considered members of the schools at the date of making the report. The number of pupils enrolled includes all pupils whose names appear on the school rolls at any time during the year, but no name is counted more than once, although it may appear on the rolls of more than one school.

Number of pupils enrolled during year, high schools...	3,586
Number enrolled in the elementary schools.....	<u>77,816</u>
Total number enrolled in day schools during year.....	81,402
Number of pupils enrolled in night schools during year.....	<u>7,778</u>
Aggregate number of all pupils attending school during year	<u>89,180</u>
Average attendance for year ending Dec. 31, 1907, high schools	3,109
Average attendance for year, elementary.....	<u>51,463</u>
Total average attendance.....	<u>54,572</u>

## SCHOOL COMMISSIONERS.

19

Average number "belonging" for the year, high schools.....	3,281
Average number "belonging" elementary.....	58,578
Total average "belonging".....	<u>61,859</u>
Number of pupils attending night schools, December 31, 1907	<u>3,564</u>
Number of high schools.....	5
Number of elementary schools.....	103
Total number of schools, including 19 branches and annexes	108
Number of teachers in high schools, including principals.....	141
Number of teachers, elementary, excluding principals.....	1,545
Number of supervising principals.....	23
Supervisors and special teachers:	
Music .....	4
Drawing .....	11
Sewing .....	26
Cookery .....	10
Manual Training .....	10
Physical Training .....	6
	<u>91</u>
Total number of teachers.....	<u>1,885</u>
Average annual salary of teachers during the year.....	\$687 63
Average per capita cost of education in all schools, based on the number of pupils on roll December 31, 1907.....	22 68
Average per capita cost in the night schools, based on the attendance of December 31, 1907.....	5 78
Average cost per pupil in the secondary schools.....	61 87
" " " " elementary schools .....	20 46
" " " " Baltimore City College.....	82 10
" " " " Eastern High School.....	54 60
" " " " Western High School.....	41 24
" " " " Polytechnic Institute .....	74 58
" " " " Colored High & Train. School.....	73 32
The estimate submitted and the amount appropriated by the City Council for current expenses for 1907 was.....	\$1,632,836 91
The amount received from the State for books was.....	53,605 36
Amount brought forward from 1906.....	29,158 13
Total .....	<u>\$1,715,600 40</u>
Amount expended .....	<u>1,651,680 36</u>
Amount unexpended .....	<u>\$63,920 04</u>

## SCHOOL ATTENDANCE LAW AND PARENTAL SCHOOL.

Number of cases investigated.....	33,782
“ “ absentees .....	26,404
“ “ truants .....	1,888
“ “ children put into schools.....	170
“ “ special cases .....	4,024
“ “ parent cases .....	54
“ “ children refused permits.....	1,195
“ “ Juvenile Court cases.....	47
“ “ committed to Parental School.....	<u>47</u>

The Board again heartily commends the intelligence and devotion to duty of the Superintendent of Public Instruction and his Assistants and of the other officers of the Department. It also makes grateful acknowledgment of the hearty co-operation which it has received in its work from the Mayor and from all the heads of departments having relation with the care of the schools. I have the honor to be,

Very respectfully yours,

JOHN E. SEMMES,

*President of the Board of School Commissioners.*

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## In Memoriam.

The following named died during the year:

February 13—JAMES H. PHILLIPS, Commissioner.

June 12—MARY C. DILMORE.

July 31—A. D. HOOPER.

July 31—LIZZIE BUCKLEY.

July 31—BERTHA C. DROSTE.

November 27—MARGARET R. FLOYD.

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ELEMENTARY SCHOOL No. 49

## SECRETARY'S STATEMENT

OF THE

### ACCOUNTS OF THE PUBLIC SCHOOLS FOR 1907

The amount appropriated by the Mayor and City Council for the current expenses of the schools for 1907 was... \$1,632,836 91  
 Amount from State for free text-books..... 53,605 36  
 Amount brought forward from 1906..... 29,158 13

Total ..... \$1,715,600 40  
 Amount expended ..... 1,651,680 36

Amount unexpended ..... \$63,920 04

Itemized as follows:

#### OFFICE SALARIES.

Amount appropriated ..... \$9,200 00  
 Amount expended ..... 9,100 01

Amount unexpended—paid into General Fund, City  
 Treasury ..... \$99 99

#### OFFICE EXPENSES.

Amount appropriated ..... \$1,500 00  
 Amount expended ..... 1,482 43

Amount unexpended—paid into General Fund, City  
 Treasury ..... \$17 57

#### DAY SCHOOL SALARIES.

Amount appropriated ..... \$1,388,667 16  
 Amount expended ..... 1,357,935 98

Amount unexpended—paid into General Fund, City  
 Treasury ..... \$30,731 18

## DAY SCHOOL EXPENSES.

Amount appropriated .....	\$124,737 75
Amount expended .....	124,222 07

Amount unexpended—paid into General Fund, City Treasury .....	\$515 68
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## NIGHT SCHOOL SALARIES.

Amount appropriated .....	\$17,857 00
Amount expended .....	17,210 75

Amount unexpended—paid into General Fund, City Treasury .....	\$646 25
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## NIGHT SCHOOL EXPENSES.

Amount appropriated .....	\$3,000 00
Amount expended .....	2,956 66

Amount unexpended—paid into General Fund, City Treasury .....	\$43 34
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## FREE TEXT-BOOKS.

The amount brought forward from 1906 for account of Free Text-Books was.....	\$643 84
Amount received from the State August 1.....	53,605 36
Total .....	\$54,249 20
Amount expended .....	53,110 42
Amount unexpended—carried forward to 1908....	\$1,138 78

## FURNITURE AND GENERAL REPAIRS.

Amount appropriated .....	\$25,000 00
Amount expended .....	23,724 04

Amount unexpended—paid into General Fund, City Treasury .....	\$1,275 96
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## NEW EQUIPMENT.

Amount appropriated .....	\$55,775 00
Amount brought forward from 1906.....	13,617 25

Total .....	\$69,392 25
Amount expended .....	55,008 63

Amount unexpended—paid into General Fund, City Treasury .....	\$14,383 62
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## PARENTAL SCHOOL.

Amount brought forward from 1906.....	\$14,897 04
Amount appropriated .....	7,100 00
Total .....	\$21,997 04
Amount expended .....	6,929 37
Amount unexpended—paid into General Fund, City Treasury .....	\$15,067 67
Average annual salary of teachers.....	\$687 63

## RECEIPTS FOR CURRENT EXPENSES.

From City Collector, taxes.....	\$1,222,089 58
“ State Treasurer, taxes.....	454,759 84
“ Non-resident pupils—cash .....	9,760 04
“ Non-resident pupils—credit for taxes paid on account of schools .....	1,436 04
“ Sale of old materials.....	126 16
“ Interest .....	84 48
	\$1,688,256 14

The per capita cost, as here given, is based on the expenditure and the number of pupils belonging, including temporary withdrawals, December 31, 1907.

## PER CAPITA COST.

For all the schools.....	\$22.68
“ “ “ Secondary Schools .....	61 87
“ “ “ Elementary Schools .....	20 46
“ “ “ Night Schools .....	5.78
Itemized:	
For Baltimore City College.....	82 10
“ Eastern High School.....	54.60
“ Western High School.....	41.24
“ Baltimore Polytechnic Institute.....	74 58
“ Colored High and Training School.....	73 32
“ Group A .....	19 50
“ “ B .....	18 56
“ “ C .....	19 01
“ “ D .....	15 79
“ “ E .....	18 55
“ “ F .....	15 73
“ “ G .....	17 18

For Group H	.....	\$21 53
" " I	.....	20 01
" " J	.....	17 72
" " K	.....	21 05
" " L	.....	20 76
" " M	.....	20 53
" " N	.....	17 80
" " O	.....	19 77
" " P	.....	19 35
" " Q	.....	19 97
" " R	.....	22 21
" " S	.....	24 81
" " T	.....	26 06
" " U	.....	21 04
" " V	.....	15 77
" " W	.....	22 06
" Colored Practice Schools	.....	12 27

The following tables show:

Table A. Itemized expenditures, etc.

Table B. The location of schools, cost, etc.

Table C. Rented buildings, locations, etc.

JOHN H. ROCHE,  
*Secretary.*

TABLE A.

Itemized Expenditures of the Several Schools and Groups.

NAMES.	DISTRIBUTION OF CHARGES.										TOTALS.
	Salaries.	Rents.	Stationery.	Heating Apparatus and Repairs.	Fuel.	Furniture.	Repairs.	Incidentals.	Free Text Books.	New Equipment.	
Office .....	\$9,100 01		\$458 38		\$235 34	\$13 00	\$13 47	\$762 24	\$70 02		\$10,652 46
General Expense.....	40,822 90		945 41		573 00	145 00	1,347 30	8,578 38	435 84	\$195 75	53,043 58
Drawing .....	7,803 08								22 01		7,825 09
Sewing.....	14,495 88								4 61		14,500 49
Physical Culture .....	4,717 86										4,717 86
Attendance Officers.....	8,983 13										8,983 13
Parental School .....	3,400 48	\$600 00	11 82		165 98		16 33	1 449 31	54 43	1,990 45	7,688 80
Manual Training Centres .....	5,603 34		335 52				61 68	219 02		37 91	6,257 47
Cooking Centres .....	4,251 00		8 44			170 90		1 136 11			5,566 45
Training School (White).....	5,171 82		322 33			54 00	62 01	145 16	286 84	68 07	6,110 23
Baltimore City College.....	53,720 30		570 85		663 61	988 94	1 017 75	1,382 34	2,112 03	1,352 73	62,108 55
Eastern High School .....	27,957 62		673 74		1,694 27	295 75	298 40	2,771 94	3,005 31	29,203 02	65,900 05
Western High School.....	30,148 30		750 83		521 91	93 77	883 17	896 13	2,009 29	765 49	36,068 89
Baltimore Polytechnic Institute.....	40,753 81		1,364 59		580 61	627 75	896 80	1,557 13	2,849 08	1,025 39	49,655 16
Colored High and Training School.....	32,422 14	1,027 50	1,516 58	\$7 98	723 14	87 23	383 09	3,084 82	999 38	881 28	41,133 14
Group A .....	38,641 30		1,003 56		1,314 00	22 75	213 26	415 97	1,496 06	398 33	43,505 23
B .....	39,632 50		939 93	83 75	1,598 26		267 60	294 46	1,485 54	254 00	44,556 04
C .....	39,879 42		915 96	93 42	2,206 79	4 80	226 61	179 11	1,443 96	148 30	45,097 97
D .....	41,227 13	880 00	940 19	393 70	1,055 04	48 65	427 92	184 91	1,180 83	279 52	46,617 89
E .....	54,707 22	1,220 00	1,342 74	102 38	2,105 23	242 90	535 34	208 08	2,012 34	316 89	62,793 12
F .....	41,793 07	420 00	1,049 11	242 75	1,491 19		238 68	238 06	1,535 77	90 93	47,096 56
G .....	54,069 11		1,478 16	45 43	1,026 35	112 75	1,389 05	359 10	2,131 15	687 00	62,198 10
H .....	43,861 74	1,640 00	1,323 54	60 72	1,883 46	855 45	746 73	365 05	2,759 91	2,033 76	55,530 36
I .....	52,448 14		1,110 68	24 38	2,203 31	25 75	131 78	455 84	1,935 91	118 77	58,454 56
J .....	55,870 31	495 01	1,480 51	75 05	2,469 84	149 58	533 55	363 78	2,158 92	3,086 89	66,683 44
K .....	56,070 25	780 00	1,314 46	172 12	2,512 14	53 50	576 48	106 22	2,184 93	134 18	63,904 28
L .....	12,859 20	37 50	414 53	33 40	639 16		386 58	40 56	538 72	366 86	15,316 51
M .....	67,369 48		1,506 35	54 53	2,517 10	97 39	434 46	586 33	2,208 26	927 53	75,701 43
N .....	49,526 25	135 00	1,146 20	313 88	2,128 62	103 41	212 12	178 94	1,838 01	463 40	56 045 83
O .....	40,010 43	360 00	942 22		1,825 15		162 84	93 24	1,732 66	1,717 73	46,844 27
P .....	43,730 89		1,207 21	36 54	1,665 20	359 75	374 35	184 02	1 600 95	3,902 81	53,061 72
Q .....	44,179 42		831 80	97 39	2,312 46	27 75	193 36	165 37	1,365 37	710 81	49,883 73
R .....	42,274 13		955 81		2,515 78		371 46	244 74	1,534 71	335 39	48,232 02
S .....	44,521 73		971 68		2,474 16	59 50	601 98	501 50	1,889 43	382 10	51,402 08
T .....	36,995 74		781 37		2,717 58	169 20	442 44	249 46	1,103 57	485 50	42,944 86
U .....	50,827 61		1,117 89		4,959 54	91 47	371 86	448 18	1,762 81	338 73	59,018 09
V .....	52,465 52	1,979 00	1,395 74	106 12	2,717 44	17 50	404 47	451 72	2,172 34	3,410 05	65,119 90
W .....	35,292 14	875 00	778 22	37 26	1,886 24	73 29	420 55	136 38	1,224 78	318 66	41,042 52
Colored Practice Schools .....	42,144 57	1,082 50	1,120 41	234 23	2,520 30	150 09	326 00	154 99	1,550 96	570 85	49,854 90
Night Schools .....	14,573 75		322 60				16 00		413 69		17,267 96
Night Cooking Schools .....	2,637 00							676 14			3,313 14
Grand Total.....	\$1,386,959 72	\$11,531 51	\$33,349 36	\$2,215 03	\$56,202 20	\$5,141 82	\$14,982 07	\$31,206 65	\$53,110 42	\$56,999 08	\$1,651,697 86

For current expenses deduct the amount for New Equipment..... 56,999 08

Current expenses..... \$1,594,698 78

TABLE B.

SCHOOLS.	LOCATIONS.	Erected.	Size of Lot.	Size of Building.	Ground Rent.	Cost.	
						Lot.	Building.
Balto. City College...	Howard st., opp. Centre.....	1896	208.6 x 260	155.10 x 221.8	{ \$1,000 00 } { 3,600 00 }	\$66,666 66	\$203,639 00
Eastern High School.	Broadway and North ave.....	1904	189 x 200	186.8 x 194.6	.....	31,679 37	343,556 13
Western High School	McCulloh st. and Lafayette ave...	1895	238.7 x 230	86.5 x 191.11	.....	70,666 66	132,000 00
Polytechnic Institute.	{ Courtland, nr. Saratoga (old).. Courtland, nr. Saratoga (new).. Courtland, nr. Saratoga (add'n).....	1868	82 x 90	44 x 90	.....	6,437 75	18,000 00
		1890	62.6 x 90	54 x 90	220 00	10,000 00	25,000 00
		.....	37.6 x 90	.....	.....	10,000 00	.....
Colored High & T. S.	Penna. ave. and Dolphin st....	{ 1893 1901	189 x 80 (110)	56.4 x 138	1,147 50	19,125 00	26,000 00
C. H. & T. Shops....	N. E. cor. Fayette and Greene sts.	1880	97 x 102	83 x 96.7	354 00	9000 00	25,000 00
School No. 1.....	Gough and Stiles sts.....	1854	75 x 92	32 x 55	{ 50 00 } { 200 00 }	3,500 00	9,000 00
" " 2.....	Eastern and Montford aves.....	1880	100 x 150	52 x 136	350 00	.....	24,000 00
" " 3.....	Hanover and Lee sts.....	1896	126 x 105	92 x 92	{ 210 00 } { 135 00 }	3,500 00 } 18,000 00 }	35,000 00
" " 4.....	Broadway and Ashland ave.....	1876	120 x 120	60 x 113	600 00	.....	18,000 00
" " 5.....	Ann st., nr. Canton ave.....	1878	140 x 63	46 x 100	{ 22 50 } { 90 00 }	300 00 } 6,800 00 }	14,800 00
" " 6.....	Mullikin st., nr. Aisquith.....	1864	74 x 100	45 x 65	.....	Sch. No. 40 lot.	5,000 00
" " 7.....	Caroline st., nr. Lombard.....	1888	105.6 x 150	94.7 x 59.7	221 34	6,200 00	18,000 00
" " 8.....	S. W. cor. Fayette and Greene sts.	1875	77.6 x 170	62 x 140	1,094 75	.....	27,000 00
" " 9.....	Hollins st., near Schroeder.....	1855	60.8 x 134	.....	200 00	11,185 47	24,377 85
" " 10.....	Addition .....	.....	.....	136.2 x 78.2	.....	5,711 41	46,206 51
" " 11.....	Gilmor and Mosher sts.....	{ 1886 1889	126.3 x 156.11	57.9 x 108	757 00	12,616 66	42,000 00
" " 12.....	Barre and Warner sts.....	1870	67 x 120	55 x 74	268 00	.....	16,000 00

TABLE B—Continued.

SCHOOLS.	LOCATIONS.	Erected.	Size of Lot.	Size of Building.	Ground Rent.	Cost.	
						Lot.	Building.
School No. 13.....	Patterson Pk. av. & McElderry st.	1890	155 x 115	55 x 105	530 00	10,000 00	21,000 00
" " 14.....	Linden ave. and Wilson st.....	1882	150 x 105	55 x 123	840 00	14,000 00	21,000 00
" " 15.....	Saratoga st. and Carrollton ave...	1872	100 x 150	50 x 120	700 00	.....	24,000 00
" " 16.....	Harford and Ashland aves.....	1876	105 x 155	56 x 113	790 00	.....	17,000 00
" " 17.....	Light and Poultney sts.....	1875	62.1 x 122	50 x 72	217 00	800 00	16,000 00
" " 19.....	Hollins st., nr. Monroe.....	1875	75 x 129	54 x 112	375 00	6,250 00	18,000 00
" " 20.....	Eden and Preston sts.....	1868	100 x 207	51 x 167	{ 80 00 512 00	{ 1,333 33 6,000 00 }	43,000 00
" " 21.....	Pennsylvania ave. and Robert st..	1869	80 x 156	50 x 80	{ 86 00 234 00 }	1,433 33	16,000 00
" " 22.....	Ramsay and Scott sts.....	1865	71 x 128.6	45 x 95	177 50	.....	15,000 00
" " 23.....	Gough and Wolfe sts.....	1866	75 x 110	57.9 x 104	150 00	2,983 33	19,000 00
" " 24.....	Fait ave. and Patuxent st.....	1890	150 x 100	77 x 86	.....	7,500 00	21,000 00
" " 25.....	Bond st., nr. Canton ave.....	1867	110 x 129	93 x 90	.....	14,962 50	25,000 00
" " 26.....	Orleans and Bond sts.....	1874	84 x 75	50 x 65	126 00	4,500 00	15,000 00
" " 27.....	Fayette and Chester sts.....	1869	120 x 91.6	48 x 72	274 50	.....	18,000 00
" " 28.....	Battery ave. and Clement st.....	1860	75 x 82	46 x 82	270 00	1,000 00	7,500 00
" " 29.....	Sharp st., nr. West.....	1886	114 x 155	55.9 x 104	570 00	9,500 00	21,600 00
" " 30.....	Hollins st., nr. Monroe.....	{ 1875 1902	{ 75 x 129 36 x 129 }	55 x 82	375 00	{ 6,250 00 4,750 00 }	16,000 00
" " 31.....	Schroeder and Pierce sts.....	1890	60 x 124	57.4 x 102	{ 48 00 180 00 }	2,500 00	21,000 00
" " 32.....	Guilford ave. and Lanvale st....	1890	80 x 154	67 x 58	.....	11,800 00	21,000 00
" " 33.....	Light and Clement sts.....	1890	100 x 100	67 x 98	.....	10,000 00	21,000 00
" " 34.....	Carey st. and Columbia ave.....	1896	100 x 160	113 x 58	385 00	6,416 66	30,000 00
" " 35.....	Hanover and Winder sts.....	1895	132 x 198	48.6 x 114.2	.....	6,700 00	28,297 00

"	"	37.....	Biddle st. and Patterson Park ave.	1895	165 x 150	89 x 61	.....	8,500 00	25,000 00	
"	"	38.....	Chesapeake and Hudson sts.....	1853	80 x 100	32 x 50	.....	(Donated)	5,000 00	
"	"	39.....	Carrollton and Riggs aves.....	1888	97 x 157	52.4 x 97.5	.....	7,000 00	19,000 00	
"	"	40.....	Aisquith and Orleans sts.....	1868	39 x 180	51 x 58	75 00	15,000 00	.....	
"	"	42.....	{ Broadway and Bank st.....		1888	102 x 210	102 x 56	540 00	2,651 50	80,000 00
"	"	42.....	{ " " " (rear bldg.)	.....	100 x 141	101 x 39	44 44 }	200 00 }	3,333 33	30,000 00
"	"	43.....	High st., nr. Fayette.....	1875	80 x 167	50 x 145	900 00	.....	28,800 00	
"	"	43 Br..	124 and 126 North High st.	.....	.....	.....	.....	.....	5,000 00	
"	"	44.....	Sharp st., nr. Montgomery.....	1860	100 x 175	56 x 84	600 00	.....	18,000 00	
"	"	45.....	Greenmount ave. and Eager st....	1872	66 x 150	55 x 100	600 00	.....	17,000 00	
"	"	46.....	Division and Lanvale sts.....	1877	104.6 x 171.3	55 x 120	800 00	.....	28,255 66	
"	"	47.....	Eastern ave. and Patuxent st....	1898	144 x 300	80 x 143	1,001 00	16,683 33	50,000 00	
"	"	48.....	Hollins and Monroe sts.....	1875	140 x 129	55 x 104	700 00	.....	21,000 00	
"	"	49.....	1205 Cathedral st.....	.....	60 x 235	.....	.....	.....	60,000 00	
"	"	50.....	Gorsuch ave. and Homestead.....	1889	42 x 90	35 x 50	.....	1,000 00	4,500 00	
"	"	51.....	{ York road, Waverly.....	1889	100 x 200	35.6 x 90	4,000 00	4,000 00	14,500 00	
"	"	51.....	{ York road (rear building)	.....	.....	50 x 33	.....	.....	10,000 00	
"	"	52.....	Oak and Twenty-fifth sts.....	1889	60 x 160	50 x 60	.....	4,000 00	60,000 00	
"	"	53.....	St. Paul and Twenty-sixth sts....	1897	100 x 123	100 x 123	.....	10,000 00	.....	
"	"	53.....	Addition .....	.....	100 x 123	.....	.....	11,713 41	18,000 00	
"	"	54.....	Huntingdon ave., nr. Charles st..	1890	100 x 150	.....	.....	7,000 00	20,000 00	
"	"	54.....	Addition .....	.....	.....	.....	.....	.....	44,433 12	
"	"	55.....	Chestnut and Fourth aves.....	1890	176 x 220	55 x 105	.....	5,000 00	46,769 42	
"	"	55.....	Addition .....	1902	120 x 48	.....	.....	1,200 00	700 00	
"	"	57.....	Church st., nr. Merryman's lane..	1889	88 x 245.6	24.6 x 64	.....	1,300 00	10,000 00	
"	"	58.....	Woodberry ave., Woodberry.....	1889	45 x 130	37 x 96	22 50	375 00	25,000 00	
"	"	60.....	Francis and Clifton sts.....	1893	150 x 120	64.4 x 105	450 00 }	7,500 00	4,000 00	
"	"	60 Br..	Clifton st., nr. Penna ave.....	.....	40 x 150	40 x 90	30 00 }	.....	.....	
"	"	61.....	Linden ave. and Konig st.....	1897	165 x 150	136.8 x 70.5	1,155 00	19,250 00	54,000 00	
"	"	62.....	Walbrook ave. and Smallwood st.	1902	150 x 210	.....	.....	5,000 00	65,203 81	
"	"	63.....	Ninth and Northwest sts.....	1894	128 x 226.6	66.2 x 106	.....	4,718 66	25,000 00	
"	"	64.....	Liberty rd. & Ward av., Forest Pk.	1905	.....	83.8 x 63.2	.....	6,000 00	28,510 65	
"	"	65.....	Calverton, Bloomingdale road....	1893	75 x 169	60 x 100	.....	1,500 00	15,500 00	
"	"	66.....	Carroll, Old Frederick road.....	1899	60 x 225	52 x 27	59 00	2,000 00	4,500 00	

TABLE B—Continued.

SCHOOLS.	LOCATIONS.	Erected.	Size of Lot.	Size of Building.	Ground Rent.	Cost.	
						Lot.	Building.
School No. 67.....	Old Frederick road, Fairview ave.	1892	150 x 257	67 x 92	360 00	6,000 00	15,000 00
" " 68.....	Millington and Lehman aves.....	1892	200 x 80	64 x 119	240 00	4,000 00	21,000 00
" " 70.....	William st. and Warren ave.....	1850	70 x 140	44 x 103	175 00	.....	19,000 00
" " 71.....	Bond and Jefferson sts.....	1884	70 x 152.6	56 x 116	19 00	8,700 00	20,000 00
" " 72.....	Ridgely st., nr. Fremont ave.....	1877	124.6 x 155	73 x 125	620 62	.....	25,000 00
" " 73.....	Aisquith st., nr. Lexington.....	1870	100 x 152	44 x 100	25 00	17,100 00	20,000 00
" " 74.....	Twenty-second and Cromwell sts.	1902	200 x 60	.....	.....	7,000 00	71,110 47
" " 75.....	{ Carrollton ave. and Lexington..	1886	49.6 x 103	49 x 135	.....	10,000 00	20,000 00
" " 75.....	{ Carrollton ave., nr. Lexington..	1860	100 x 160.4	55 x 107	400 00	.....	20,000 00
" " 76.....	Clement and Hull sts.....	1882	100 x 155.3	50 x 113	350 00	5,833 32	18,000 00
" " 77.....	Washington and Fayette sts.....	1871	93 x 134	52 x 119	{ 372 00 } { 209 25 }	3,487 50	20,000 00
" " 78.....	Harlem ave. and Monroe st.....	1893	{ 72 x 245 } { 85 x 249 }	56.4 x 143.6	480 00	{ 8,000 00 } { 9,500 00 }	30,500 00
" " 79.....	Park ave. and Hoffman st.....	1892	120 x 150	100 x 147	1,020 00	.....	35,000 00
" " 80.....	Eden and Federal sts.....	1890	100 x 80	60 x 124	.....	8,000 00	33,000 00
" " 81.....	Gilmor and Presstman sts.....	1875	105.6 x 155	51 x 121	620 00	.....	18,350 00
" " 82.....	Mulberry st., nr. Fremont ave.....	1868	87.8 x 134	54 x 85	350 67	.....	15,000 00
" " 83.....	Lakewood ave. and Orleans st....	1902	200 x 145	.....	.....	9,166 46	63,475 90
" " 84.....	Johnson and Heath sts.....	1902	148.3 x 157.10	.....	.....	10,000 00	69,218 35
" " 85.....	Lakewood ave. and Oliver st.....	1904	150 x 320.3	.....	.....	4,440 05	90,559 95
" " 91.....	Argyle ave., nr. Lanvale st.....	1858	80 x 140	45 x 68	{ 120 00 } { 195 00 }	2,000 00	13,000 00
" " 92.....	Charles and Ostend sts.....	1882	74 x 219.6	56 x 150	372 50	6,208 33	28,000 00
" " 92.....	Addition (lot) .....	.....	.....	.....	.....	2,305 50	.....



TABLE B—Continued.

SCHOOLS.	LOCATIONS.	Erected.	Size of Lot.	Size of Building.	Ground Rent.	Cost.	
						Lot.	Building.
School No. 67.....	Old Frederick road, Fairview ave.	1892	150 x 257	67 x 92	350 00	6,000 00	15,000 00
" " 68.....	Millington and Lehman aves.....	1892	200 x 80	64 x 119	240 00	4,000 00	21,000 00
" " 70.....	William st. and Warren ave.....	1850	70 x 140	44 x 103	175 00	.....	19,000 00
" " 71.....	Bond and Jefferson sts.....	1884	70 x 152.6	56 x 116	19 00	8,700 00	20,000 00
" " 72.....	Ridgely st., nr. Fremont ave.....	1877	124.6 x 155	73 x 125	620 62	.....	25,000 00
" " 73.....	Aisquith st., nr. Lexington.....	1870	100 x 152	44 x 100	25 00	17,100 00	20,000 00
" " 74.....	Twenty-second and Cromwell sts.	1902	200 x 60	.....	.....	7,000 00	71,110 47
" " 75.....	{ Carrollton ave. and Lexington..	1886	49.6 x 103	49 x 135	.....	10,000 00	20,000 00
" " 75.....	{ Carrollton ave., nr. Lexington..	1860	100 x 160.4	55 x 107	400 00	.....	20,000 00
" " 76.....	Clement and Hull sts.....	1882	100 x 155.3	56 x 113	350 00	5,833 32	18,000 00
" " 77.....	Washington and Fayette sts.....	1871	93 x 134	52 x 119	{ 372 00 } { 209 25 }	3,487 50	20,000 00
" " 78.....	Harlem ave. and Monroe st.....	1893	{ 72 x 245 } { 85 x 249 }	56.4 x 143.6	480 00	{ 8,000 00 } { 9,500 00 }	30,500 00
" " 79.....	Park ave. and Hoffman st.....	1892	120 x 150	100 x 147	1,020 00	.....	35,000 00
" " 80.....	Eden and Federal sts.....	1890	100 x 80	60 x 124	.....	8,000 00	33,000 00
" " 81.....	Gilmor and Presstman sts.....	1875	105.6 x 155	51 x 121	620 00	.....	18,350 00
" " 82.....	Mulberry st., nr. Fremont ave.....	1868	87.8 x 134	54 x 85	350 67	.....	15,000 00
" " 83.....	Lakewood ave. and Orleans st...	1902	200 x 145	.....	.....	9,166 46	63,475 90
" " 84.....	Johnson and Heath sts.....	1902	148.3 x 157.10	.....	.....	10,000 00	69,218 35
" " 85.....	Lakewood ave. and Oliver st.....	1904	150 x 320.3	.....	.....	4,440 05	90,559 95
" " 91.....	Argyle ave., nr. Lanvale st.....	1858	80 x 140	45 x 68	{ 120 00 } { 195 00 }	2,000 00	13,000 00
" " 92.....	Charles and Ostend sts.....	1882	74 x 219.6	56 x 150	372 50	6,208 33	28,000 00
" " 92.....	Addition (lot) .....	.....	.....	.....	.....	2,305 50	.....

"	"	93.....	Baltimore st., nr. Aisquith.....	1879	} 120 x 170	54 x 118	{ 1,000 00	5,000 00	} 28,000 00
"	"	93 W. B.	Baltimore st., nr. Aisquith.....	1879		} 80 x 223		56 x 183.2		{ 300 00	6,600 00
"	"	94.....	Chase and McDonogh sts.....	1882	} 81 x 220.6		60 x 124	501 75	8,362 50	38,675 00
"	"	95.....	Lexington st., nr. Fremont ave..	1890		} 357 x 231	53 x 135	} 480 00	15,000 00	25,000 00
"	"	96.....	Ramsay and Smallwood sts.....	1895	} 157.4 x 81.2		66 x 120		} 8,000 00	4,000 00	90,267 23
"	"	98.....	Ramsay and Pulaski sts.....	.....		} 120 x 193	.....	} 9,000 00		.....	31,617 77
"	"	99.....	North ave. and Washington st...	1891	} 151 x 156		.....		} 10,000 00	.....	25,000 00
"	"	100.....	Mount and Saratoga sts.....	1896		} 83.6 x 80	32 x 80	} 200 00	
"	"	101.....	Jefferson st., nr. Caroline.....	1855	} 75 x 105		49 x 80		} 25 00
"	"	105.....	Rogers ave., nr. Lexington st....	1874		} 155 x 99	76.9 x 133.11	} 192 00		16,000 00	14,000 00
"	"	106.....	Hill and Sharp sts.....	1893	} 70 x 150		40 x 92		} 70 00	15,000 00	27,000 00
"	"	107.....	Biddle st., nr. Penna ave.....	1870		} 76 x 90	45 x 65	} 134 00		4,800 00	10,000 00
"	"	108.....	Caroline st., nr. Bank.....	1867	} 74 x 150		44 x 65		} 12,000 00	8,000 00	8,000 00
"	"	109.....	Fremont ave. and King st.....	1843		} 143.9 x 120	59 x 129	} 480 00		9,600 00	22,000 00
"	"	110.....	Waesche st., nr. Fremont ave....	1877	} 80 x 80		40 x 54		} 130 00	3,250 00	7,000 00
"	"	III.....	Bond st., nr. Ashland ave.....	1864		} 135.9 x 142	109 x 65	} 630 00	
"	"	112.....	Carey and Chappell sts.....	1897	} 120 x 124		68.5 x 77.4		} 7,200 00
"	"	113.....	Girard ave. and Sherman Place...	1895		} 32.6 x 127.5	71 x 24	} 50 00		750 00	4,500 00
"	"	115.....	Merryman's lane, Waverly.....	1889	} 75 x 100		44 x 100		} 150 00	.....	4,500 00
"	"	116.....	Druid Hill ave., nr. Biddle st....	1841		} 136 x 129	.....	} 829 75		4,750 00	12,000 00
"	"	III.....	Bond st., nr. Ashland ave.....	1864	} 1900		200 x 133		} 1,500 00	13,829 16	.....
"	"	112.....	Carey and Chappell sts.....	1897		} 92 x 200	.....	} 600 00		26,500 00	.....
"	"	113.....	Girard ave. and Sherman Place...	1895	} 66 x 193		52.2 x 133.3		} 16,000 00	.....	20,000 00
"	"	115.....	Merryman's lane, Waverly.....	1889		} 72.4 x 245	.....	} 9,500 00		.....	.....
"	"	116.....	Druid Hill ave., nr. Biddle st....	1841	.....		.....		.....	.....	.....
			Chester st. and Ashland ave. (lot).....*	1898	.....	.....	.....	.....	.....
			Pennsylvania ave and Biddle st. (lot).....	1900	.....	.....	.....	.....	.....
			Saratoga st. nr. Charles st.....	1888	.....	.....	.....	.....	.....
			Summit and Monroe sts. (lot).....	.....	.....	.....	.....	.....	.....

TABLE B—Concluded.

PORTABLE SCHOOLS.	Erected.	Size of Lot.	Size of Building.	Ground Rent.	Cost.	
					Lot.	Building.
School No. 34, Columbia ave. and Carey st.....	1906	.....	.....	.....	.....	\$1,400 00
“ “ 64, Branch, West Arlington (2 buildings)	1904	.....	.....	.....	.....	2,400 00
“ “ 67, Old Frederick road.....	1906	.....	.....	.....	.....	1,400 00
“ “ 76, Hull and Clement sts.....	1904	.....	.....	.....	.....	1,200 00
“ “ 78, Harlem ave. and Monroe st.....	1905	.....	.....	.....	.....	1,400 00
“ “ 99, North av. & Washington st. (2 bldgs.)	1906	.....	.....	.....	.....	2,800 00
“ “ 83, Lakewood ave. & Orleans st. (2 bldgs.)	1905	.....	.....	.....	.....	2,800 00
Col. High & Tr. School, Penna. ave. and Dolphin st..	1904	.....	.....	\$195 00	.....	1,200 00
School No. 107, Biddle st. and Penna. ave. (2 bldgs.)	1905	.....	.....	.....	.....	2,800 00
“ “ 109, Branch, Mount Olivet lane.....	1905	.....	.....	75 00	.....	1,400 00
“ “ 112, Carey and Chappell sts. (2 buildings)	1905	.....	.....	.....	.....	2,800 00
“ “ 113, Girard av. & Sherman Pl. (2 bldgs.)	1905	.....	.....	.....	.....	2,800 00
“ “ 113, Girard av., nr. Greenm't av. (2 bldgs.)	1906	.....	.....	116 00	.....	2,800 00
“ “ 118, Gold and Calhoun sts.....	1905	.....	.....	.....	.....	1,400 00
Parental School, Gilmor lane.....	1905	.....	.....	.....	.....	1,800 00
Total amount invested in lots.....					.....	\$898,951 18
Total amount invested in buildings.....					.....	3,545,015 68
Total for sites and buildings.....					.....	\$4,443,966 86

TABLE C.

SHOWING LOCATION OF RENTED BUILDINGS AND LOTS, BY WHAT SCHOOLS OCCUPIED, AMOUNTS OF YEARLY RENTALS, AS OF DECEMBER 31, 1907.

SCHOOLS.	LOCATIONS.	YEARLY RENTAL.
School No. 50, Branch.....	Southeast corner Washington and Harrison streets.....	\$180 00
“ 51, Branch.....	Gilmor lane, near York road.....	480 00
“ 56.....	Druid avenue, Woodberry.....	500 00
“ 58, Branch.....	Woodberry avenue, near Hooper avenue.....	500 00
“ 59.....	Park Heights avenue.....	504 00
“ 64, Branch.....	Granada and Penhurst avenues (lot).....	100 00
“ 76, Branch.....	Hull street, near Fort avenue.....	75 00
“ 93, E. Branch.....	1126 East Baltimore street.....	960 00
“ 97.....	117 and 119 Jackson Place.....\$670-\$550—	1,220 00
“ 99.....	Washington and Twentieth streets (lot).....	195 00
Colored High and Training School, Annex.....	Dolphin and Lambert streets.....	330 00
“ “ “ “.....	1139 Pennsylvania ave. (2d and 3d floors).....	480 00
“ “ “ “.....	Pennsylvania avenue, near Dolphin st. (main auditorium A. M. E. Zion Church).....	300 00
School No. 107, Branch.....	517 West Biddle street.....	1,000 00
“ 109, Branch.....	{ Mount Olivet lane.....	60 00
“ 111.....	{ Mount Olivet lane (lot).....	75 00
“ 112, Branch.....	301 North Bond street.....	420 00
“ 113.....	2018-2020-2022 Penna. ave. (2d and 3d floors).....	480 00
“ 115.....	Greenmount and Girard avenues (lots).....	116 00
“ 118.....	Barclay street, near Merryman's lane.....	120 00
“ 118.....	Gold and Calhoun streets.....	450 00
“ 118, Branch.....	Garrison road, Calverton road and Edmondson avenue..	300 00
Parental School.....	Gilmor lane, near Barclay street.....	600 00



REPORT  
OF THE  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

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BALTIMORE, January 1, 1908.

*To the Board of School Commissioners:*

GENTLEMEN—I have the honor to submit the Annual Report of the condition of the Public Schools of Baltimore for 1907.

In recent reports I have discussed at length so many features of our school system that it seems unnecessary to refer, except in the briefest way, to more than two or three of them.

The steady increase in attendance at the Preparatory Schools and High Schools, an increase *out of proportion to the increase* in total enrollment, is a gratifying indication that parents are finding it worth while to keep their children in school longer than was formerly the case. The varied curriculum which they offer and the constantly improving facilities afforded by the city for making the instruction practical in well-equipped laboratories, libraries and shops is a sufficient explanation of the increasing popularity of these schools.

The manual training centers, now quite well distributed throughout the city, serve to give those boys who cannot go beyond the elementary grades some skill of hand which aids them in securing employment more remunerative immediately, and promising more for the future than that which they could obtain without such preliminary training. It enables boys who are able to go further to make sure that their choice of a secondary school, either academic or technical, is in accordance with known aptitude and this is a great gain.

While the City College more than holds its own, the greatest increase in numbers has been at the Polytechnic Institute. The reason is evident. While there has been, perhaps, no over-

supply of young men preparing by academic training for business and the professions, there has been a marked undersupply of young men fitted to take part in the tremendous industrial development which we have experienced in recent years. In meeting the normal demand for technically trained men, the Polytechnic Institute seems likely for some years to come to continue its rapid growth. It is fortunate, therefore, that provision has been made to give this school a housing in keeping with its superior mechanical equipment and its fine record of service to the community.

We have done less for our girls than for our boys. While in our secondary schools a boy may get the preliminary training that will fit him quite well to enter at once upon graduation into remunerative employment in any one of a number of occupations, the girl, in her high school course, finds open to her but one vocational department, that of stenography and typewriting. A few years ago girls could not fully prepare for college in our high schools. The curriculum is now such that those who so desire are able, upon graduation, to meet the college entrance requirements set by the College Examination Board of the Middle States and Maryland. But not all girls will go to college and no great number ought to go into business offices. All, however, are likely sooner or later to have use for all that is known of scientific home management. I do not mean mere cooking and sewing. These are taught in the elementary grades. I refer to a sort of technical training of as high an order as that which is given to boys in the Polytechnic Institute, namely, a course in the application of scientific principles to daily life. If a course in household economics were instituted in our high schools for girls we should greatly enhance the usefulness of these schools in the community. The course would be purely optional. Girls wishing to go to college would, as now, bend their energies in that direction, and those wishing to prepare for business courses would, as now, find adequate provision for realizing that aim; but comparatively few go to college and no large number in any one year take up business pursuits. It is evident that at

present we are offering no vocational training whatever to the larger number of our students. It is just as common in other cities to offer suitable technical training to all girls who desire it as it is to offer technical training to all boys who desire it. In the Eastern High School we have ample room to make a beginning in this important direction and in the proposed addition to the Western it will be easy to make proper provision for vocational courses. This important feature of modern education should receive our early attention.

It would be well to have in each high school an unassigned teacher whose duty it would be to give individual assistance to pupils who, by reason of illness or some special reason, are falling behind in their class work in one or more subjects. Our high school classes are very large. First year pupils who have heretofore been accustomed to the sympathetic guidance of one teacher for the entire day are somewhat confused when transferred to the high school. They find themselves wanderers from room to room with no one teacher to take special interest in them. It is a well known fact that there is a great falling off in attendance in all high schools throughout the first year. An experiment in giving individual help tried tentatively in two of our high schools indicates that there is a demand for this kind of assistance in high school work.

The Supervisors of Drawing, Music, Physical Culture, Sewing, and Manual Training are securing effective work in their several departments. In the music department the need of an additional assistant is to be noted. Too much of the supervisor's time is taken up in the actual teaching of classes of pupils in the high and training schools. She is consequently unable to give as much personal attention to the work of the elementary grades as they require for the best results. She asks for assistance in the colored schools.

Information about the evening schools will be found in the report of the First Assistant Superintendent, Mr. Henry A. Wise, under whose careful management they have become a highly useful feature of our work. I approve the recommendations which he makes.

Mr. John E. McCahan, Assistant Superintendent, reports upon the Parental School, School Attendance, and the special classes. His request for an increase in the number of attendance officers deserves careful consideration. I commend his entire report to the attention of the Board.

Dr. Henry S. West, Assistant Superintendent, has rendered invaluable service during the year as Director of Normal Extension work and as Special Supervisor of the high schools and preparatory classes. In addition to these duties, he has visited the upper grade classes in the grammar schools, giving particular attention to the work of the men teachers, and has served on the Promotional Examination committees.

The Pratt Library continues to render valuable service in supplementing the library resources of the elementary schools by lending to any school for two weeks' use fifty books selected by the teachers.

Medical Inspection of school children, which is carried on systematically under the direction of the Commissioner of Health, is becoming annually more effective. There is complete co-operation between the Department of Education and the Health Department; and on the part of the latter the greatest willingness is manifested to take up special cases, thus relieving teachers of responsibility which they have not the special technical training to meet. For example, in assigning pupils to the classes for epileptics we have had this special assistance. A full description of the method adopted by the Department of Health was given in the report for the year 1906.

Since the first of September committees of principals and teachers have been assisting me in collecting criticisms and suggestions from the teachers generally on the Courses of Study for Elementary Schools and in revising these courses in the light of experience. No very marked changes seem to be required. Some omissions, some elaboration, and some re-arrangement of topics have been suggested to which we are giving heed in getting the copy ready for the printer.

There need be no fear that the so-called three R's are receiving scant attention.

*Reading.*—In teaching children to read emphasis has ceased to be placed chiefly in the learning of the letters and is now placed upon the sentence as the most significant unit of expression; but word, sound, and letter receive due attention. Parents, themselves differently taught, are not always able to supply a suitable test to the child's early acquisitions in reading under a method so different from the A, B, C method; but a little patient waiting convinces the most skeptical that children nowadays are developing not only power to read, but with it also inclination to read, which is quite as important. It is the thought that is emphasized in the method in common use to-day, and consequently expressional reading is secured to an extent impossible by more mechanical methods.

*Arithmetic.*—In Arithmetic constant attention is given to accuracy and facility in the use of numbers of such moderate size as to be within the pupil's comprehension. Practical problems from every day life are relied upon to make thoughtful as well as accurate and rapid workers. Judgment, self-reliance, and accuracy in mathematical work were never more highly valued than they are at present.

*Writing.*—Vertical writing was introduced into the schools of Baltimore by the former Board of Education about three years prior to the adoption of the new Charter. It had, therefore, been in use here about three years when I came to this city. The system had attracted my attention some years previously at the Exposition in Chicago, where the upright writing from the English schools made such a deep impression upon the American public that it was rapidly taken up in the schools throughout this country; and I was glad, upon coming to Baltimore, to have an opportunity to continue to study a system (an improvement on the original vertical system) that seemed so full of promise.

We are teaching vertical writing from copy-books in the Baltimore schools as far as the sixth grade. Pupils in the sixth grade who are careless in their writing are given copy-book drills; but in general, to secure satisfactory results in grades 6, 7, and 8, with children from twelve to fourteen years of age, we use blank paper for practice and lay much stress upon frequent speed tests and the rejection of written work carelessly performed. In other words, after the age of twelve years we do not require conformity to any copy-book type, but encourage each child to adopt that form of letter which seems to suit best his individuality. We try to have him avoid back hand, but we also try to have him avoid the extreme slant of the old Spencerian hand. We demand four things—legibility, neatness, reasonable rapidity and compactness.

It is the universal testimony of teachers who have to correct the manuscript work of children that with the present system of writing legibility is secured to an extent immeasurably beyond that formerly obtained with the Spencerian slant.

We are conservative in our school management. We have been so in penmanship no less than in other matters. We have not pushed vertical writing to an extreme.

When a child six years of age enters our schools the muscles which he uses in writing are not fully developed and are not well under the control of his will. The regular lines of connection in his brain necessary for co-ordinating their movements have not yet been laid down. To forward this process we should select, in teaching writing, the simplest available letter forms for the beginner to copy. Unquestionably the simplest forms are the printed-forms to be found in his reading book; and in former times children were often taught to make print letters before attempting script. But the script in those days was the difficult Spencerian script which had little resemblance to the print of the book, and learning it after print was, to the small child, almost like learning a second language. The letters of the vertical system so closely resemble those with which the children are

familiar in their reading books that it is easy to teach them to make the vertical letters and to recognize them when made. This greatly lightens the labor of learning to write.

Not only on account of the lack of organization of the parts of the brain controlling the muscles used in writing, and the consequent impossibility of making fine co-ordinations, but also to prevent injury to eye sight, we have little children make large letters. No one will question the fact that looking at vertical lines involves less strain upon the eyes than looking at oblique lines. For this additional reason it is *hygienically better for children to use the vertical form of letters when learning to write.* In the early years this system is easily taught and easily learned. It is no less essential that any system of writing that is to be taught to little children should exhibit these two characteristics—ease in teaching and ease in learning—than that the system as it develops and is practiced by older children should exhibit those four characteristics which I have already mentioned, namely, legibility, neatness, rapidity and compactness.

What the business man wants, if he wants really legible writing, can be had with greater certainty by teaching little children letter forms which they can make with some approach to perfection, and letting them gradually modify these earlier forms as muscular control advances, than by teaching difficult slant letters at the start. Surely business men do not expect the writing of elementary school children eleven to fourteen years of age to have that style and finish that is characteristic of the work of the penman who has become expert by years of practice in penmanship as a specialty. The boy has not been devoting himself exclusively to penmanship. He has used penmanship as a means to the larger end of getting educated. If when he leaves the elementary school his writing is neat and easy to read, a moderate amount of special practice in penmanship will give his hand the qualities which we admire in the practiced penman. But the elementary school cannot and does not undertake to turn out professional penmen. It does, however, undertake to

fit children to write a plain, easily read hand, and it now accomplishes this end to a greater degree than ever before.

The business colleges are supposed to know the demand of the business world. I have consulted the proprietors of two of these institutions here in Baltimore, and they support the view which we take. I quote from one of these:

"In my school the slant system is taught, and as far as I know this is the system used by all business schools. I might say, however, that slant writing, which embraces muscular movements, as taught by us, cannot be successfully taught to students under ten or twelve years of age. It may be due in a large measure to this fact, that slant writing is universally taught by business schools, as our students are all over fourteen years of age. Of late years there has been a very decided tendency among business schools to use less slant than formerly. None of them now teach what is properly known as Spencerian. Students are not required to write any particular slant, but are permitted to use any slant between the old Spencerian and vertical. It is impossible for all students to write a given or uniform slant. The writing of different students must of necessity vary in this particular.

"By common consent the chief requisites of business writing are speed, legibility, and neatness. If the work is in charge of a trained and skilled teacher, these essentials can be secured, regardless of the angle at which the writing may slant, provided a good style is used. There are some forms of vertical writing difficult of rapid execution, because of too much roundness, and this style should not be taught in the upper grades, as it cannot be written with sufficient speed. There is also a style of slant writing that should not be taught because of too much slant, resulting in illegibility. Any style of penmanship which is neat, legible, and rapid, should be acceptable in business.

"Some people make the absurd claim that the government will not employ stenographers unless they write a certain style of shorthand, but the government officially denies this, and the facts are that writers of all systems of shorthand are employed by the government, the only requisite being legibility, speed and accuracy. These facts hold good with the business man in regard to penmanship. He does not care so much as to the kind of writing, provided it is neat, compact, legible and rapid. As stated above, these essential elements are easy of accomplishment if properly taught from suitable models. It is not a question with the business community as to the system of shorthand, style of penmanship, or make of typewriter; it is the facility of execution, neatness, accuracy, and the appearance of the finished product that count."

Ten or fifteen years ago there was vastly more dissatisfaction with the hand writing of children in the public schools than there is to-day. The slant system was then generally used. I have on file in my office compositions written by the children who were promoted from the eighth grade to the secondary schools last June. In these compositions we find slant writing as well as vertical writing—no two children write the same hand—but the writing is all legible. It will not suffer by comparison with the best slant writing done by children of the same grade when the Spencerian system was used.

We have in the Eastern High School library and in the Baltimore City College library bound volumes of examination papers written by children of the highest grammar grade from the year 1852 to the year 1890. These volumes furnish indisputable evidence that the slant writing of grammar grade pupils was far less legible than present day writing of pupils of the same age. Furthermore, in teaching vertical writing to children in their first years at school, we are acting in harmony with the views of celebrated physicians in England, France, Germany, and our own country; and with the authors of standard works on School Hygiene, who agree that to teach children the slant letters in their earlier years tends to cause eye strain and that the posture which small children naturally assume in learning slant writing conduces to curvature of the spine.

Little children just learning to write should be taught to make large, round letters. Gradually, as the pupils grow older, the size of the letters in the copy should be reduced and the more complex muscular movements may be introduced. For a time form should be regarded rather than speed. When the child is ten or eleven years of age he may begin to be drilled for rapidity; but legibility should always be the chief end sought. Soon the copy book may be discarded and the child encouraged to use that form of letter which is most natural to him, and by which he is enabled to attain the maximum result for him in legibility, speed and compactness.

## VOCATIONAL TRAINING IN ELEMENTARY SCHOOLS.

In the Report of the Committee on "Technical and Industrial Education," submitted in April, 1906, to the Governor of Massachusetts, it is stated that the Committee found on investigation, "A growing feeling of inadequacy in the existing public school system to meet fully the need of modern industrial and social conditions." In the words of the report, "For the great majority of children who leave school to enter employments at fourteen or fifteen, the first three or four years are practically waste years so far as the productive value of the child is concerned and so far as increasing his industrial and productive efficiency. The employments upon which they enter demand so little individual skill that they are not educated in any sense. For these children, many of whom now leave school from their own choice at the completion of the seventh grade, further school training of a practical character would be possible if it prepared for the industries. Hence any scheme of education which is to increase the child's productive efficiency must consider the child of fourteen."

In the State of Massachusetts twenty-five thousand children were found by the Industrial Commission to be in the vocational field between the ages of fourteen and sixteen. The great majority of these children were drifting about from one position to another, vainly endeavoring to secure some permanent foothold. The conditions described by this committee are similar to those existing in Baltimore. In certain parts of the city we find a great many children leaving school and going to work at altogether too early an age.

In two of our schools—Nos. 47 and 106—special emphasis has been placed upon industrial work, and the indications are that it appeals to a class of children who would otherwise not remain in school. Further study of the results seems to me likely to indicate that we should extend this kind of work to a number of other schools in the city.

*The Baltimore Teachers' Training School.*—The enrollment of the present school year numbers 106 students. Of these, 45 are at present completing the senior year and 61 were enrolled in September. By a recent rule of the Board, graduates from colleges and accredited normal schools are granted the special privilege of pursuing the work of the senior year, holding themselves responsible for other necessary preparation for qualifying for the annual professional examination. Four students of the September enrollment took advantage of this ruling, and are pursuing special courses.

During the six years in which the Training School has been in existence, 250 students have completed the course, and the greater number of these are now in the ranks as teachers of the city schools. These graduate students have organized an alumni association, dividing into sections for purposes of study and recreation, and arranging for two general meetings annually. The various sections are at present preparing and distributing bulletins for the coming year, announcing dates of meetings and topics for investigation and study. The work is yet in its incipency, but I confidently look forward to a settled and effective movement along the lines planned. The value to the young teachers, and to the school of this community of interest and effort, in the growth of professionalism and the continuance of habits of study, cannot be readily estimated.

From the autumn of 1903 to June, 1907, Saturday classes were maintained, in which once a month, the students who had completed the one year course in the Training School, met and discussed pedagogical subjects having an immediate bearing upon the teacher's work. With the inauguration of the two-year course, and the beginning of alumni study, this class is no longer necessary. By the same arrangement, it has been possible to introduce into the course of study Domestic Science in Cooking and Sewing, experimental physics as a supplement to the former nature study course, and tool work in Manual Training. The practice term has also been extended ten weeks, giving ten weeks in the junior and ten weeks in the senior year.

This arrangement makes possible a diversified experience in grade work and in class management which will shorten the period of probation before entrance to the list of qualified teachers. A longer course is justified again in the spirit and steadiness of the senior students. In them we see exemplified the wisdom of a plan of discipline which takes for granted sincerity of purpose and a desire for adequate professional preparation which will cause each student to become actively interested in the right management of the school.

That the influence of the school reaches beyond the year or more in which the students are under instruction is specially proved by the readiness with which the young teachers deny themselves in the effort to save a sufficient amount from their salaries to defray the expenses of summer courses given at the various universities, and also by the number who pursue courses in the Maryland Institute, working evenings to complete a specified amount of work necessary for graduation from some one of the various departments.

The most pressing need of the school at present is a home, in which adequate arrangements are made for supplies, library facilities, morning assembly, occasional assembly of all pupils in the interest of school spirit, and for demonstration lessons for the benefit of students, teachers and parents. There is nothing in the present quarters of the school to attract students from the comfortable and beautiful high schools. The external appeal which was incidental in the first stages of the institution's growth can no longer be ignored.

Under its able principal and faculty the school has rendered invaluable assistance to the cause of education in Baltimore. It is the heart of the system.

*The Training School for Colored Teachers* is housed in a modern, well-equipped building at the corner of Mount and Saratoga streets. The school has enabled us gradually to supply well-trained colored teachers to all colored schools in the city.

Total number of Colored Training School pupils who have passed the Teachers' Examination.....	118
Number of first year pupils in present class.....	16
Number of second year pupils in present class.....	36

During the past year the Training School faculty has aided the work in all of the colored schools by conducting institutes at which by my direction all who had attended the Training School were required to be present and to which other colored teachers were welcome.

A few years ago male graduates of the colored high school entered upon the profession of teaching in considerable numbers, but the number now taking up this work is very small. In view of this fact it seems desirable to remove a restriction now imposed by Art. XXVII, Sec. 29.

In the advancement of teaching there are four essentials: salaries that will attract candidates for positions as teachers; good initial training for teachers; close supervision, especially in the early years; and such financial provision for the retirement of teachers as will enable them to leave the service before they become a burden to it, and in leaving it to be assured of comfortable support. The last essential can be put aside with safety to public education only by paying much larger salaries than our teachers are yet receiving. As this seems impracticable at present in view of the large expense of the very creditable advance that has been made during the last five years, it is to be hoped that a pension bill may be agreed upon which will prove acceptable to the Legislature.

The Superintendent of Schools of Worcester, Massachusetts, has prepared the following table of salaries which will prove of interest. Our minimum is \$444 and our maximum \$700. Twenty-seven of the forty-one cities cited, most of them smaller than Baltimore, have established a maximum considerably higher than ours.

SALARIES—ELEMENTARY SCHOOLS.  
CITIES HAVING MORE THAN 100,000 POPULATION.

CITIES.	Popu- lation.	Minimum.	Maximum.	Annual Increase.
Atlanta .....	100,000	\$400	\$650	\$50 and 25
Allegheny .....	.....	500	900	50
Baltimore.....	650,000	444	700	60, 48, 24, 36, 40
Boston .....	595,880	552	936	48
Buffalo .....	376,618	400	700	40 and 10
Cincinnati .....	425,000	450 & 600	1,000	50
Cleveland .....	465,000	500	900	50 and 25
Columbus .....	179,000	450	750	50
Dayton .....	115,000	500	700	50 and 25
Denver .....	175,000	600	960	72
Detroit .....	317,591	450	900—975	50
Fall River .....	105,762	400	600—640	60 and 40
Indianapolis .....	215,000	400	650—700	50
Jersey City .....	232,699	600	1,272	48
Kansas City, Mo .....	200,000	500	825	50, 70, 40, 25
Los Angeles .....	225,000	620	820	40
Louisville .....	238,000	450	750	50
Memphis .....	175,000	500	850	50
Milwaukee .....	312,948	450	950—1,050	50
Minneapolis .....	261,974	500	900	50
Nashville .....	130,000	350	650	50
Newark .....	283,289	580	1,100	50
New Haven.....	125,000	350 & 450	650—700	50
New Orleans.....	350,000	400	750	38 and 88
Omaha .....	125,000	500	830	50 and 40
Paterson .....	111,529	425 & 550	900	50
Pittsburg .....	600,000	450	900	50
Portland, Ore.....	150,000	550	750—800—850	50
Providence .....	198,635	500	750—900	50
Richmond .....	100,000	360 (9 mos.)	585	45
Rochester .....	181,672	450	700	50
San Francisco .....	450,000	600	760—800	30
Scranton .....	120,000	495	660	Irregular.
Seattle .....	150,000	550 & 700	715—800	50
St. Joseph .....	110,000	370	700	50, 30, 20
St. Louis .....	700,000	560	840—920—1,100	Irregular.
St. Paul .....	197,023	450	900	50
Syracuse .....	117,498	300	700	50
Toledo .....	150,000	.....	.....	.....
Washington .....	324,000	500	1,350	40, 30, 25
Worcester .....	128,135	500	650—750	25

## RECOMMENDATIONS.

1. That courses in Household Economics be offered in the Eastern and Western High Schools.
2. That an unassigned teacher be allowed in each of the five high schools.
3. That in the next budget \$2,000 be included for the library of the Eastern High School, \$2,000 for the library of the Polytechnic Institute and \$1,000 for that of the Western High School.
4. That in each high school supplied with a reference library a person trained in library methods be employed.
5. That the Supervisor of Music be allowed an additional assistant whose work shall be in the colored schools.
6. That the force of Attendance Officers be strengthened and increased in number.
7. That an Evening School of Trades, open to workmen already employed in trades, be established.
8. That industrial training like that which is being given under authority of the Board at Schools No. 47 and No. 106 be extended to two other schools in the year 1908.
9. That a kindergarten be established at School No. 100.
10. That Article 27, Section 29, of the Rules be repealed.

On succeeding pages there will be found special papers as follows: A description of the means which we are employing for the improvement of teaching; a report on the work of the Evening Schools; a report on the work of the School Attendance Department; papers relating to the Secondary Schools; and statistical tables.

Respectfully submitted,

JAMES H. VAN SICKLE,

*Superintendent.*

THE IMPROVEMENT OF TEACHERS.—(a) THE  
NEED; (b) THE MEANS.

[IN THE ELEMENTARY SCHOOLS.]

In Baltimore for some years prior to 1900 the indispensable minimum of scholarship for teaching in the elementary schools was provided for by the requirement of high school graduation or its equivalent as a condition of employment. Graduation from the high school was here, as in many other cities, very ill-advisedly taken as complete evidence of ability to teach. A few years earlier a still lower standard prevailed. There are teachers yet in the service whose attainments at the time of their appointment were tested only by an examination about suited to pupils in an upper grammar grade of an elementary school. These, however, are few, and they have gained increased scholarship while teaching. In either case the young teacher was placed in charge of a class with only the empirical ideas about teaching that came unconsciously from years of association in elementary and high schools with her own teachers, themselves in many instances not especially well qualified for their work, and consequently, presenting for imitation not the best models. A teacher thus equipped has some knowledge of the common branches, but she knows little of the learning process, and, therefore, her efforts are uneconomically expended. She does not know how to present subjects in such a manner as to engage the child's interest and call forth his best efforts, and consequently disciplinary problems are the prominent ones. She begins with the youngest children because these are the only ones she can keep in order. A few teachers of superior natural ability quickly gain considerable skill; others in the course of time achieve a moderate degree of success; and still others equally conscientious and faithful begin their work in a purely formal and mechanical way and, if left undisturbed, soon become chained in a dull and lifeless routine.

In personal qualifications the teachers of this city rank unusually high. Morally and socially they justly hold a firm

place in the esteem of the people. But some teachers who have agreeable social manners outside of school do not exhibit these graces in their intercourse with the children. This is due to the professional ideal which they hold. There is a false ideal of discipline. They feel that if they were kind and gentle with the children the children would take advantage of them. Under this ideal and practice the voices of such teachers become unnatural and strained. The voice becomes a school-room voice and the manner a school-room manner. The best teachers and the good teachers are free from this defect. While the fact that the culture and general scholarship of the teachers are above their professional knowledge and skill in teaching points to the necessity of after training, it also furnishes a firm foundation for such training and guarantees valuable results. The only approach to professional success lies in continuous professional progress, and this is best furthered by the performance of every day school room duties in a professional way. All reading, all courses of lectures, all conferences, all supervision should tend to concentrate attention on the work to be performed. Thus focused, they are not added burdens but recognized aids in the actual day's work.

All teachers who have entered the service since 1900 have had the benefit of a good high school course, and, in addition, either well attested experience elsewhere or professional training. The majority enter the service through the City Training Schools. Here they pursue a two years' course, the first year of which is devoted to theory and observation of good teaching, and the second largely to practice under expert guidance. But at the close of the second year of training their preparation for teaching is only well begun. Professional study and preparation for teaching can really go on in the most effective way only when the candidate enters into actual service.

Those in actual service and in need of after training have been treated in groups which, omitting minor differences, may be characterized as follows:

(1.) Superior teachers who need no stimulation other than their own ideals of excellence. By the fine standard of work

which they maintain and by their student-like habits they might, under favorable conditions, set the pace for the entire teaching force. At the present time this group is a large one. With this group supervision is chiefly concerned in gaining their co-operation in working out problems and in making their skill serviceable to other teachers.

(2.) Teachers possessing a good degree of executive ability and adequate scholarship of the book-learning variety, who resist change because they honestly believe the old ways are better. They are patriotic defenders of the views and traditions and practices in which they were reared. The greater number of these will as strongly support the new when fully convinced of its advantages; but in the absence of positive orders they resist proposed changes until absolutely conclusive demonstration is furnished in a concrete way. Supervision must confidently accept these conditions and furnish the demonstration.

(3.) Teachers lacking adequate scholarship or practical skill or both, self-conscious and timid, because unacquainted with standards of work and valid guiding principles, desirous of avoiding observation, doing their work in a more or less perfunctory and fortuitous way. Supervision needs to give these teachers courage by an exhibition of standards plainly within their reach and by sympathetic personal work in their own school rooms.

(4.) Teachers lacking adequate scholarship or practical skill or both, but not conscious of this lack and therefore unaware of any need of assistance. Some form of positive direction is here necessary in the first stages of supervision.

(5.) Teachers yet in the early years of their service. Supervision should be able to concern itself chiefly in keeping these teachers in class so far as their professional attitude is concerned. There will, of course, always be differences among them in scholarship and personal power, but all should have guidance in kind and quantity adapted to prevent any of them, even the weakest, from developing the characteristics of class

2, class 3, or class 4. If these new recruits are to be able to lead children to be open-minded, to hold opinions tentatively, to be sure but not too sure, to be willing to give both sides of a question a hearing before reaching a final conclusion, they must keep themselves open-minded. To aid them in doing this, supervision will keep itself free from dogmatism even in dealing with the youngest teachers.

Teachers of class 1, class 2 and class 5 are willing to have their work seen and valued by competent and trusted supervisors. People who know how to do a thing, or who sincerely think they know how, or who sincerely wish to learn how, are neither afraid nor reluctant to have their work seen by any fair-minded person. Supervisors must be both skillful and fair-minded, their sympathy must be of a kind that does not cloud the judgment, and their work must prove that supervision means help.

#### WAYS IN WHICH HELP IS GIVEN.

(a.) Through the usual channels: i. e., Principals, each responsible to the Superintendent for the work of teachers in a group of schools enrolling 2,000 to 3,000 pupils; Supervisors of the so-called special subjects—music, drawing, physical culture, etc.; Grade Supervisors who supplement the work of the principal and, in certain matters later to be explained, represent the superintendent; the teachers' meeting,—general, special, building, group, subject, grade; normal extension classes; lectures by eminent educational leaders; co-operative work in making and revising the course of study; co-operative work in planning lessons.

(b.) Professional Requirements for advance in salary on a merit basis leading to a fuller utilization of facilities for professional growth than is secured through level salaries.

(c.) Positions carrying higher salaries open to the most competent as vacancies occur.

Many teachers find joy in work well done so satisfying that the increased remuneration which good work brings is to them an incident, agreeable, to be sure, but not in any strict sense

the motive which causes them to be zealous and active in utilizing means for professional growth. They are glad to be measured by professional standards, however, and they cheerfully and easily comply with the conditions imposed by the School Board.

#### ESTIMATING THE EFFICIENCY OF TEACHERS.

Early in the year 1901 the Superintendent issued instructions to be followed by principals in estimating the efficiency of teachers and reporting thereon annually under three heads—Instruction, Management of Children, Attention to Details of School Business. The teachers are informed as fully as possible through addresses and discussions about the standard or ideal held under each head. It is impossible to secure absolute uniformity in the scale of marking used by different principals; but since each principal must not only record his judgment of each teacher annually but must also arrange all names in the order of relative merit, the top, middle and bottom of one principal's list may justly be compared with the top, middle and bottom of any other principal's list. Doubtful instances are comparatively few and these are checked up by means of the wider range of observation of assistant superintendents.

It is the principal's duty to help all who need help. In order to give effective help he must be constantly forming judgments of the efficiency of teachers. Recording these judgments is an occasional though a very necessary duty; but stimulating and helping constitute his daily occupation and his most important function. Since, however, his duties cover a very wide range, including, as they do, the business management of his group of schools and educational responsibility for the work of teachers in each of the eight grades, he needs the assistance of grade supervisors who, by devoting their whole attention to one or two grades, become more expert in them than he could be. The grade supervisor's position affords the opportunity of comparing the corresponding grade of work in many schools, denied to the principal to whom weak teaching seems less glaring through the absence of contrast.

In rearranging the salary schedule the Board has finally been able to provide a respectable minimum salary of \$504 per annum, which all teachers of promise reach after one successful year as regularly elected teachers. The way is then open to each for an advance to \$700 per annum in increments given annually for five years upon satisfactory evidence of efficiency and progress. The special kind of progress required for advance from \$504 to \$600 is increased skill in English. This is tested by an examination. For a year or two after leaving the City Training School no line of professional study for the young teacher will, we think, yield results as useful to the school system as study tending toward accuracy and facility in the use of the mother tongue. The examination in English for 1907 is explained in the following circular :

#### PROMOTIONAL EXAMINATION, PART I.

##### ENGLISH.

The rule for the first advance of teachers' salaries beyond \$504 (Promotional Examination, Part I) prescribes as one requirement "An impersonal test in the correct and effective use and intepretation of English." It is a well-known fact that many students secure a satisfactory general average of scholarship at graduation from the high school, when their equipment and power in English are not at that time equal to a teacher's needs; yet such graduates frequently develop afterwards into very good teachers. All candidates for the first promotion in the teaching service should be able to show that since their graduation from the high school they have made appreciable advance toward the attainment of that sound judgment and refined taste in English which is the outcome of wider reading and study and greater maturity of mind than can be expected in high school students. The examination in English, therefore, is set for the purpose of ascertaining: (1) Whether the teacher's own hold upon English is satisfactory; and (2) whether the teacher is in possession of some good aims and methods for the instruction of children in English composition and literature.

A teacher should be able to speak and write English with absolute correctness, and also to interpret correctly any ordinary piece of classic poetry or prose. This requirement though is not extensive enough; for in fact quite meagre attainments suffice to make one simply correct in the use and understanding of English. Many persons speak and write in a way that is not incorrect; but their English is decidedly ineffective. Mere correctness in English is not enough to insure success in teaching.

To succeed in the class room one's words must be effective; and effective English does not come unsought. For the production of effective English the teacher needs all the art that can be mustered. Similarly, the teacher must be able not only to understand classic literature, but also to interpret it effectively to children; and expertness in interpretation can be secured only by systematic study.

As it is necessary for the teacher to have an effective command of English, and as it is improbable that he can gain such command without deliberate study and practice, it would seem that any candidate for promotion ought to be more than willing to show that he has pursued a course in English comprehensive enough to include a review of grammar; a good introduction into rhetoric, accompanied by sufficient practice in composition; and a careful study of a number of English classics.

Particular texts are named below in order to offer to teachers who desire to make definite preparation for this examination a specific set of books to work upon. It must, however, always be remembered that no talismanic character resides in any selection of texts: others would serve quite as well.

The aim of any course in English is not primarily informational, to make one acquainted with particular pieces of literature; it is disciplinary and cultural, to create in any one by the intensive study of a certain number of classics some critical insight and some literary power. Consequently the texts here selected are taken intentionally from those authors that are

known to every well-read person, so that the candidate will not be burdened with the task of studying up a mass of new subject-matter; but will on the contrary need simply to make ready for some interpretative work upon classics with which he is already familiar. It is to be noted further that in no case will the memorizing of minute details be deemed sufficient to outweigh poor judgment or illogical reasoning.

The examiners in preparing Promotional Examination, Part I, next autumn will base their questions upon the following texts:

For careful study:—

Hawthorne's *House of Seven Gables*; George Eliot's *Silas Marner*; Macaulay's *Essay on Warren Hastings*; Emerson's *Selected Essays* (the selection found in the Macmillan Pocket Classics); Shelley and Keats' *Selected Poems* (the selection found in the Macmillan Pocket Classics); Shakespeare's *Macbeth*.

For general reading:—

Shakespeare's *Julius Caesar*; Arnold's *Sohrab and Rustum*; Browning's *Shorter Poems* (the selection found in the Macmillan Pocket Classics); Lowell's *Vision of Sir Launfal*; Scott's *Ivanhoe*; Thackeray's *Henry Esmond*; Carlyle's *Heroes and Hero Worship*; Ruskin's *Sesame and Lilies*; Irving's *Sketch Book Selections* (the selection found in the Riverside Literature Series, No. 5).

The questions in literary interpretation will refer chiefly, if not exclusively, to the texts set for *careful study*. The topics for themes in composition will be taken chiefly, if not exclusively, from the texts set for *general reading*.

[SO FAR THE CIRCULAR.]

After the teachers have successfully met this requirement the special kind of progress which we wish next to emphasize is the ability to discover problems in the work one is actually doing so that the professional growth may occur through the

doing of each day's work in a professional way. Satisfactory evidence of such progress may be submitted at any time after the advance to \$600 has been realized. It consists of an essay and discussion, a class room demonstration, and an examination on two professional books.

[COPY OF CIRCULAR.]

## PROMOTIONAL EXAMINATION, PART II.

### STUDY OF A SPECIAL PROBLEM.

It will be observed that the promotional requirement for teachers of experience is not an examination in the ordinary sense of that term. It is given not at all for the purpose of finding out how much teachers know, and not wholly to find out what they can do. It has a dynamic purpose: to direct attention to problems which press for solution, and to cultivate in teachers a tendency to deal with these problems in a thoughtful way.

All teachers after receiving a salary of \$600 for one year, provided they are competent to teach the regular subjects of their respective grades, may become eligible to receive a salary of \$700 per annum by passing the second part of the Promotional Examination, which is defined as follows:

"The Promotional Examination, Part II, shall consist of: (a) a written report of the working out of some problem of teaching or the study of a particular group of children; (b) such a defense of the report before a Board of Examiners, consisting of the Superintendent and two other members selected by him, as will evince familiarity with educational literature bearing on the problem or study; and, when required, (c) a class room demonstration before a board similarly composed."

The rule defines the essay as "A written report of the working out of some problem of teaching, or the study of a particular group of children." This means that the teacher is not expected to prepare an abstract or academic discussion having no relation to his own class-room problems. The essay should, on the contrary, grow out of the candidate's actual teaching;

so that, instead of his being distracted from practical problems while working for the promotional examination, he shall be the more intently studying his daily work. And in case the Examiners think that an essay has been written with too little reference to the candidate's actual teaching, they will feel at liberty to call for the "class-room demonstration," in which it must be shown that the candidate was not merely theorizing in his essay.

Teachers need not hesitate to attempt such essays as are contemplated in the rule. No great display of learning is expected, but only a clear and simple presentation of every day school room experiences that have had some educational significance for the writer. To the observant teacher, who is really trying to understand the forty children committed to his care, every school day affords such experiences; and his experiences will not exactly duplicate those of any other teacher, for his children are in many particulars unlike any other children. His observations may tend to verify or contradict what he has previously read or thought; and in either case he will be led to read further in books that treat of the aspect of teaching which has attracted his interest. Out of such reading and observation and thought will come ideas well worth being committed to writing; and these when clearly and definitely stated will doubtless form an acceptable essay. Or a teacher may secure permission to apply to his class some special plan of teaching or governing, and from his day-to-day records of this plan draw up an interesting and instructive discussion. Or why should not a teacher undertake to throw light upon class-room problems by showing how one or another procedure appears from the child's point of view. Let him show, for example, how the child is affected by this or that attitude on the teacher's part, or by this or that requirement in discipline or study. This would certainly involve "the study of a particular group of children," and would, therefore, if well done, fully satisfy the requirement. Hundreds of teachers have experiences just as interesting and just as worthy of permanent record as many of those which have in recent years found a

ready market in the form of magazine articles. In fact, there are as many ways of satisfying the essay requirement as there are different tastes and aptitudes among teachers; and every good teacher is sure to become a better teacher by undertaking from time to time some such composition.

The essay when presented must be accompanied by an outline showing the trend of the argument and the conclusions reached, and by a list of the books consulted in making the study. From the list of books the candidate will submit for approval two, upon which will be based the discussion that "will evince familiarity with educational literature bearing on the problem of study." As a special caution on the use of authorities in preparing the essay, it is recommended that candidates indulge but little, if at all, in quotation. Quotations often produce the effect of needless and obstructive insertions in an otherwise straightforward and coherent discussion; and they also tend frequently to make an argument appear less sincere than if the writer had set it forth in his own style. But in case a candidate considers it necessary, at a particular point, to insert a quotation, he should at least attach a foot-note citing his authority by title and page. It may be added that such slight modification of another writer's sentence as the alteration of a word or two, does not relieve one of the obligation of acknowledging the source.

Every candidate must send to the Superintendent not later than September 15th the subject on which his essay is being written; and the essay itself should be presented as soon thereafter as possible. The Examiners expect all essays to be in by November 1st. Any essay received after that date is likely to be thrown over into the following year. Papers are to be written in a plain hand, preferably in the system of penmanship in use in the schools.

As a teacher's class-room work must be entirely satisfactory when he comes up in Promotional Examination, Part II, he may get a preliminary judgment on his teaching before he undertakes his essay or at any time during its composition. Under the rules governing advance in salaries, the concurrence of

the Superintendent with the Principal in a favorable judgment, is required. It is believed that as soon as the Superintendent can take measures to meet his part of the responsibility such favorable judgment can be given regarding a large majority of the teachers to whom this circular applies. In cases where this cannot be done at once, needed help will be given to enable teachers to bring their work up to a fully satisfactory standard.

The formal report upon the actual class work of a candidate in this examination cannot be made until the other conditions set by the rule have been met; but the candidate is of course entitled to timely information as to whether his teaching is likely to be approved under the requirements for advance to the maximum salary.

[END OF CIRCULAR.]

Besides the maximum grade salary which every good teacher may secure, there are other salaries still higher, based on special work or duties partly executive. For example, there are at the present time twenty positions in preparatory classes carrying a higher salary, twenty-two in special and ungraded classes, nineteen in directing practice work in the training schools, four in grade supervision, one hundred and four in vice-principalships, and twenty-three principalships. There are in all one hundred and ninety-two of these positions carrying a higher salary in a total of about seventeen hundred elementary school positions, or about eleven per cent. That is to say, one teacher in every nine is actually occupying a position more remunerative than the regular grade position at the maximum salary for grade work; and sooner or later each of the other eight may secure a like reward if, when the opportunity comes, his efficiency is such as to warrant his selection.

When the present salary schedule was adopted, teachers of five years' experience in the Baltimore schools who had been rated as good teachers by their respective principals for the three successive years immediately preceding were declared exempt from the English examination and were at once advanced to \$600 per annum. Those not so rated by their princi-

pals, ninety-seven in number, were required to make such improvement in their work as would justify a satisfactory rating before they could receive the increase; but they were informed that they, like the others, would receive it without examination whenever they secured the required record, and that all necessary assistance would be given them. Grade supervision became absolutely necessary at this point. In no other way, except by actual attendance at a training school, could any of these teachers have received sufficient assistance. To be effective in such cases the help must be expert and individual. It must fit the case. Accordingly expert teachers selected as grade supervisors were assigned by the Superintendent to represent him in learning the special needs of this class of teachers and in helping them in every possible way. The Supervisors were left entirely unhampered by any special instructions from the Superintendent. Each bore a letter of introduction, but as a matter of fact, the letter was seldom presented to the teacher, a few informal words bringing about freer relations. Nevertheless it has proved invaluable in cases where the personality of the teacher visited seemed to indicate that a formal business footing would be more agreeable to her.

The Supervisors taught to indicate selection of subject matter, methods of presenting it, and methods of discipline. They worked out entire plans for the use of the teachers, following this by helping them to work out other plans and, a later step, by sending suggestions for improvement of plans which these teachers sent to them by mail. This individual work was supplemented, whenever possible, by general teachers' meetings.

The result of this plan of working individually with teachers who had failed to make good under general supervision is that sixty-eight out of the ninety-seven have been pronounced good by the same principals who had not previously felt justified in making a favorable report.

Too much cannot be said in commendation of the way in which these teachers as a body co-operated with the supervisors in working out special problems in their individual rooms—the

frank statement of their own difficulties, the good will with which they joined the supervisors in meeting these difficulties, and the hard work they put on any indicated plan. It must be distinctly understood that, while they very naturally and properly wished for the increase in salary which improved work would bring, they were not limited by this view, but endeavored to attain a higher grade of work for its own sake.

Similar work is needed annually with a large number of the newer teachers who are endeavoring to secure a record in class room work that will make them eligible to take Promotional Examination, Part I, and with an equally large number who are anxious about the "class room demonstration," which is a factor in Part II. These teachers wish to get assurance in advance of the examination that if they enter it their record in class room work will not hold them back. The grade supervision attempted thus far has been of this special nature; it has had some definite purpose to accomplish. Put upon this basis, grade supervision is a welcome help. The supervisor comes as a friend who has no other purpose than an endeavor to aid the teacher in reaching a desired goal.

From the first it has been clear that every supervisor must do illustrative teaching. But to grow she must do more. She must study problems which are constantly arising, and to do effective, sympathetic work in supervision she must actually work out these problems with children. She must, in short, conduct a traveling normal school in which she takes classes just where she finds them, teaches to conquer certain difficulties which the regular teacher has met, does this in the presence of visiting teachers of the same grade from neighboring schools who make note of all that is done. Following this, the class being dismissed, there is full and free discussion in which the supervisor explains each item in the procedure and meets all objections and inquiries. A specific example:—In geography and history we wish pupils in the upper grades to use a number of text books for independent study instead of having mere memory work in lesson-getting and lesson-reciting from one text. Teachers accustomed to assign a lesson from a single text book and later test the children on the lesson assigned,

found it difficult to manage in any other way. After visiting a class to learn what topic was under consideration and planning a lesson thereon, the supervisor gave to that class a lesson in history and one in geography, assigned work in each subject from a number of books which would enable pupils to solve the problems brought out in the class presentation, and in the following recitation tested the result of such study—in short, taught units of work, the presentation, the study period, the test of the study period. This was the work of a single morning.

Sometimes the supervisor selects a unit of work requiring more time and involving a series of lessons given on successive days—a large topic in history, for example; the aim being to show the related work in language necessary in the formulation of a suitable outline, correlated geography, reading matter, and spelling. The supervisor has prepared in advance a type-written plan which she proposes to follow in giving the series of lessons, and the visiting teachers have been supplied with copies. Type copy in hand, they see the work carried through to the end; after which each teacher present prepares a plan for teaching some other large topic and submits it to the supervisor for review and suggestion. When supervisor and teacher are associated in working out a problem and the actual teaching is participated in by both, the personal element disappears, and ideal relations tend to get established.

In describing conditions as they exist in Baltimore, together with some of the more obvious means adopted to improve these conditions, we are not unaware that similar conditions exist in other large cities and that similar means are employed to modify them. The difficulty in carrying into effect adequate plans for the ceaseless improvement of a large teaching force is enhanced by the tremendous rush in which city life goes on and by the rapid change in the personnel of the teaching force, and even the supervisory force itself. While the problem must, in the nature of things, be regarded as incapable of any wholly satisfactory solution, such immense gains are everywhere being made as to justify a spirit of optimism.

## THE EVENING SCHOOLS.

BALTIMORE, MD., December 31, 1907.

MR. J. H. VAN SICKLE,  
*Superintendent.*

DEAR SIR—During the year extension of night school work has been made as follows: Three additional night schools have been opened, one at Locust Point (No. 76) employing four teachers, another at Lakewood Avenue and Orleans street (No. 83) employing three teachers, and the third at Waverly (No. 115) employing three teachers; classes in sewing have been organized at School No. 58, Woodberry; two additional kitchens for instruction in cooking have been opened—one in the southwestern section at No. 98, Ramsay and Pulaski streets, and the other in the northeastern section at No. 85, Lakewood avenue and Oliver street. Two classes per week are maintained in each of these kitchens.

Classes in stenography and typewriting are conducted in one school, and classes in stenography in two other schools.

The increase in the total number attending night schools—about 681—has occurred, for the most part, in the classes attended by foreigners.

The increased appropriation to be expended for salaries this year has made it possible to employ a sufficient number of teachers to give a teacher about twenty pupils in average attendance, the number fixed by the Rules.

The appropriation made for "expenses" was very largely used for gas, electricity, lamps, stationery, and for defraying the cost of arrangements for lighting and buildings occupied by the additional schools, so that very little money was available for providing material for classes in sewing and other industrial branches which it was desirable to organize. Under the present method of appropriating and using the funds for carrying on the night schools, it is difficult to know what amount of

money is available for providing the material needed in the cooking, sewing, and other industrial classes. It is recommended that the total amount appropriated for the night schools be apportioned under three heads:

1. Amount to be used for salaries—those of teachers, firemen and janitresses.
2. Amount to be used for materials—supplies for cooking, sewing and other industrial classes.
3. Amount to be used for lighting (gas, electricity and lamps), alterations, introduction of arrangements for lighting, etc., into buildings to be used for night school.

It is also recommended that the salaries of firemen and janitresses be revised so that the pay each receives will be more in proportion to the services rendered.

Attention is again called to the desirability of establishing an Evening School of Trades, to give those employed in trades during the day an opportunity to broaden their mechanical training and to make themselves more efficient workmen; not for the purpose of training apprentices, as such, but to supplement the specialized training in modern shops by giving machine hands, helpers and apprentices the opportunity to gain practice in a greater variety of work than would be available to any one man under the present system of machine production. Such a school would make it possible for an artisan in any line of work to improve its quality and thus reach a higher classification in his trade with increased wages. A school of this kind, properly organized, and equipped with the necessary appliances, material, and competent instructors, would be more expensive than the ordinary night school, but its usefulness to the community in helping to extend and perfect its manufactures would more than compensate the city for the expenditure.

Judging from experience—to the extent that limited endeavor in this field enables one to form an opinion of the matter—it may be said that instruction in the manual and industrial branches of the right kind is the most attractive and

beneficial work offered to most persons who attend night classes. Schools for teaching cookery, plain sewing, cutting, fitting, and making ordinary garments, millinery, and what would be taught in a school of trades, to which attention has been called, would be very attractive and useful, not only to the individuals who attend the classes, but they would be most beneficial to the community itself.

The ordinary academic branches taught in the day schools do not appeal strongly to persons generally who attend night schools. Foreigners desire, of course, to learn to read and speak the language of this country, but the industrial world offers so much more to competent workers than is offered to those who have limited academic training that, in the majority of cases, instruction in the industrial branches is greatly preferred.

The academic work has been graded so that pupils may pass on through the elementary grades and through a high school course. This arrangement has been productive of good in one very desirable way, as it has encouraged and stimulated to effort as pupils pass on successfully from grade to grade; but it has not, as it was expected would be the case, been instrumental to any extent in bringing forward high school pupils striving to secure a certificate of graduation.

The teachers employed in the night schools, as a whole, deserve commendation for their faithful and efficient service. They have secured better attendance, and the instruction given has been decidedly more effective and useful than was formerly the case.

Respectfully,

HENRY A. WISE,  
*First Assistant Superintendent.*

## THE SCHOOL ATTENDANCE DEPARTMENT.

BALTIMORE, MD., December 13, 1907.

MR. JAMES H. VAN SICKLE,

*Superintendent of Schools.*

DEAR SIR—Agreeably to your request, I present the following statement with reference to School Attendance work, the Parental School, the Epileptic Classes, and the general condition of the Western District.

### SCHOOL ATTENDANCE.

The key of the situation to secure the best results is the co-operation of the teaching force. In some instances this has been denied, not so much on account of a lack of interest in the subject, but for the reason that in the many duties claiming her attention the teacher is apt to postpone what, in her point of view, is the least important subject. This is a mistake, and I have tried in every way possible to correct it, with more or less success. Good school attendance is not only to be desired, but should be the first care of the teacher, and every effort on her part should be made to secure it.

Notwithstanding the Compulsory Attendance Law, I am frank enough to say that truancy is still prevalent in our city. On comparing results with those of other cities, under the same conditions I find that the same difficulties confront them in their efforts to reach an ideal condition in this respect that confront us. In certain sections of the city where foreigners do most congregate, school attendance is at a low ebb and truancy prevails to a great extent. These people come to our shores with but one idea in their minds. The meaning of the word liberty is license to them. They think that obedience to law is oppression, and every effort made to induce them to secure for their children an education beyond the mere ability to speak the language of our country is made abortive through their lack of high ideals with regard to good citizenship.

We need a larger force to work especially with the condition confronting us. In order to accomplish good results in this direction it is absolutely necessary to place an attendance officer in charge of each of the following schools, viz.: Nos. 43, 40, 93, 1 and 9. I, therefore, recommend that an increase of four be made in the number of attendance officers.

The attendance officers in the main have done excellent work. A few have done very good work and others have done very poor work. This part of our educational system should not be maimed by incompetent employees. The task, when properly performed, is taxing to the utmost, and officers of intelligence and judgment together with physical activity should be selected to perform its duties.

Notwithstanding what I have said, I consider the work encouraging, and the effect of the law conducive to the best interests of the schools.

#### PARENTAL SCHOOL.

Last year, from the first of January we were enabled, through the action of the Board of School Commissioners, to secure much better accommodations for the Parental School. The house on Linden avenue was entirely unsuitable on account of its lack of room to house more than twelve boys. In addition to this, the school, being situated almost in the heart of the city, the temptation to the boys to run away was greatly increased. The house secured on Gilmor lane is a great improvement over the former location. Since securing a portable building as a class room and work shop, we are now enabled to care for thirty-six boys. The conduct of the Parental School is excellent. Mr. Elias Read, the Superintendent, is a man of excellent judgment and fine character, and under his control I am satisfied that the results obtained in the shaping of character and instilling into the minds of the boys true ideas of citizenship will justify the organization of this branch of educational work.

The erection of buildings on the ground purchased for this institution I hope will be accomplished during the coming year.

The funds on hand are sufficient, at least, for making a creditable beginning,—small it may be at first, but sufficiently commodious to accommodate at least fifty boys. Upon the future demand for this character of work will depend further appropriations for enlarging the plant in order to increase the facilities and accommodations. I trust the Board will give its sympathy in this direction, for the reason that it cannot be denied that the main object of the public school is to so educate that even the most undesirable material may become the most desirable citizens.

#### EPILEPTICS.

The action of the Board in directing the organization of classes for epileptic children is a movement in the right direction. There should also be organized a school for the feeble-minded, of which, from the reports in this office, there are quite a large number in our schools.

Two epileptic classes have been organized since the order of the Board—one at No. 82 and the other at No. 29. Two excellent teachers have been put in charge of these classes, and while it is too soon to give any idea of material results, still there are evidences that the isolation of these children will not only benefit them, but that the children of the classes from which they have been taken will be greatly benefited through this arrangement.

The Health Department has kindly volunteered to give special attention to these children through the medical examiners appointed for that purpose. The teachers are also required to study not only their educational advancement, but their daily physical condition, together with the symptoms that indicate the approach of an attack, and under the advice of the medical examiner, be able, in some degree at least, to prevent it or at least ameliorate the conditions surrounding the same.

#### WESTERN DISTRICT.

The conditions in the Western District are highly favorable. The teachers, so far as I have been able to observe, are earnest and faithful in the discharge of their duties. The friction that

PAPERS RELATING  
TO THE  
TEACHERS' TRAINING SCHOOL.

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**FACULTY.**

SARAH C. BROOKS, *Principal.*

PSYCHOLOGY AND SCHOOL MANAGEMENT.

FRANCES JENKINS,

SUPERVISOR OF PRACTICE.

LIDA TALL,

GENERAL METHOD.

Special Method in Arithmetic, Literature and History.

ELIZABETH MONTELL,

Special Method in Nature Study, Geography and Construction.

ANNETTE HOPKINS,

HISTORY OF EDUCATION.

Special Method in Literature and History.

With the assistance of—

OLIVIA F. KEACH, Supervisor of Drawing.

HENRIETTA G. BAKER, Supervisor of Music.

C. F. E. SCHULTZ, Supervisor of Physical Training.

**COURSE OF STUDY.**

First Term—

Physics and Physiology.

History of Education.

Special Method in Literature and History, Nature Study, Arithmetic and Reading.

Music and Drawing, Physical Culture and Industrial Training.

Second Term—

Psychology.

History of Education.

Special Method in Literature and History, Arithmetic, Geography, Reading.

Music and Drawing, Physical Culture and Industrial Training.  
Sewing.

## APPROXIMATE AMOUNT OF TIME DEVOTED TO EACH SUBJECT.

STUDY.	TERM (10 WKS.)	PERIODS PER WEEK.
Psychology .....	3	5
History of Education.....	3	5
School Management and General Method..	1	5
Special Method in Arithmetic and Algebra.	4	5
Geography and Nature Study.....	4	5
History and Literature.....	4	5
Language and Grammar.....	1	5
Physics and Physiology.....	1	5
Reading .....	1	5
Cooking .....	1	2
Industrial Training .....	2	2
Drawing .....	3	2
Music .....	3	2
Physical Culture .....	3	2
Sewing .....	2	2
Practice in Teaching.....	2	all day.

## ENROLLMENT FOR THE YEAR.

Number enrolled January 1, 1907.....	123
Number admitted during year.....	71
Number withdrawn (not re-entered).....	16
Number on roll December 31, 1907—	
First year .....	63
Second year .....	46
Average enrollment during year.....	69
Average attendance during year.....	65
Percentage of attendance during year.....	93%

PAPERS RELATING  
TO THE  
BALTIMORE CITY COLLEGE.

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**FACULTY.**

FRANCIS A. SOPER, A.M., *Principal.*

CHARLES F. RADDATZ, *Vice-Principal,*  
GERMAN.

POWHATAN CLARKE, M.D.,  
CHEMISTRY AND PHYSICAL GEOGRAPHY.

ALFRED Z. HARTMAN, A.M.,  
LATIN AND GREEK.

JOSEPH H. ELLIOTT, *Secretary of the Faculty,*  
COMMERCIAL SUBJECTS.

STEPHEN F. NORRIS,  
MATHEMATICS.

ALEXANDER HAMILTON,  
MATHEMATICS.

GERARD E. MORGAN, A.M.,  
LATIN.

PHILIP H. FRIESE,  
PHYSICS AND PHYSICAL GEOGRAPHY.

B. WHEELER SWEANY,  
DRAWING.

WILBUR F. SMITH,  
ENGLISH.

ARISTO M. SOHO, PH.D.,  
(Head of Department of Romance Languages.)  
SPANISH AND FRENCH.

WIGHTMAN F. MELTON, PH.D.,  
(Head of Department of English.)  
ENGLISH.

ERNEST J. BECKER, PH.D.,  
GERMAN.

PERCY L. KAYE, PH.D.,  
HISTORY, POLITICAL ECONOMY AND CIVICS.

**FACULTY—CONTINUED.**

LESTER W. BOARDMAN, A.M.,  
ENGLISH.

ANDREW J. PIETSCH, A.M.,  
HISTORY.

MAX SWITTON, Ph.D.,  
FRENCH, GERMAN AND LATIN.

JOHN D. EPES, A.B.,  
ENGLISH.

FRANK R. BLAKE, Ph.D.,  
HISTORY.

RICHARD H. UHRBROCK, Ph.B.,  
MATHEMATICS.

CHRISTOPHER LONGEST, A.B.,  
ENGLISH AND LATIN.

CHALMERS S. BRUMBAUGH, A.B.,  
MATHEMATICS.

RALPH OSBORN, A.M.,  
BOTANY AND ZOOLOGY.

PHILIP H. EDWARDS, Ph.D.,  
LATIN.

ARTHUR B. MARSHALL, *Secretary to the Principal.*  
STENOGRAPHY AND TYPEWRITING.

WALTER R. GALE,  
DRAWING.

JOHN LORETT,  
ATHLETICS.

PHILIP L. ROBB, B.S.,  
LABORATORY ASSISTANT.

CHARLES C. PLITT,  
LABORATORY ASSISTANT.

ALICE W. REINS,  
LIBRARIAN.

CAROLYN ARONSOHN, A.B.,  
ENGLISH THEME READER.

NOTES.—(a) During 1907 the following members of the faculty resigned: Clemens J. France, Richard C. Williams, Charles M. Smith, William R. Jones, George C. Embody.

(b) Julius G. Miller obtained leave of absence for four months from September 1, 1907.

## ROLL ITEMS FOR THE YEAR 1907.

Number of new students in 1907.....	762
Number admitted by promotion during 1907.....	286
Total number in the College during 1907.....	1048
Number withdrawn during 1907.....	232
Number graduating in June, 1907.....	105
Number belonging December 31, 1907.....	711
Number in care December 31, 1907.....	740
Average attendance during 1907.....	668
Average number belonging during 1907.....	709
Percentage of attendance for the year 1907.....	94%
Number belonging June 30, 1907, excluding graduates.....	530
Number returned after summer vacation.....	499
Number of new and promoted students entered on and after September 16, 1907.....	299
Whole number in College between September 16 and December 31, 1907.....	798

Table showing subjects in Baltimore City College, the number of Classes in each subject, and the number of students pursuing each subject.

SUBJECTS.	First Year.		Second Year.		Third Year.		Fourth Year.	
	Number of Classes.	Number of Students.	Number of Classes.	Number of Students.	Number of Classes.	Number of Students.	Number of Classes.	Number of Students.
English .....	8	281	7	208	4	180	3	104
German .....			6	194	4	100	2	77
French .....			2	74	2	65	1	18
Spanish .....							1	7
Latin .....	8	280	6	151	2	78	2	45
Greek .....					1	12	1	6
Algebra .....	9	341						
Geometry .....			4	117				
Trigonometry .....					3	115		
Analytical Geometry ..							2	46
Physical Geography ...	5	186						
Botany .....	5	183						
Zoology .....			2	74				
Physics .....					3	105	1	22
Chemistry .....					2	89	1	13
History .....	9	302	2	62	2	57	2	61
Civics .....							2	61
Political Economy ...							1	35
Psychology .....							1	3
History of Education..							1	3
Bookkeeping .....			2	68	1	31		
Commercial Arithmetic ..			2	72				
Commercial Geography ..			2	68				
History of Commerce..					1	28		
Commercial Law .....							1	28
Stenography .....					1	42	1	30
Typewriting .....							1	30
Drawing .....	9	303	7	219	2	51	1	21
Physical Culture .....	8	310	3	105	1	25	1	13

## GRADUATES, 1907.

Maurice Henry Abels.	Harvey Chester Jones.
Daniel Neff Armiger.	Isador Harry Karlinsky.
William Lester Auer.	Milton Katzenstein.
John William Bayer	Walter Leland Kemp.
Henry Reiche Bissell.	Charles Edgar King.
Henry Doterer Blair	Martin Koenig, Jr.
Lingurn Burkhead Bobbitt.	Charles Gottlieb Koether.
James Marcus Bosley.	Paul Leibowitz.
Thomas' Edward Carson, Jr.	Jacob Levine.
Edmund Brodie Clary.	Harry Linden.
Rodney Elmus Coffman.	Daniel Durant McClellan.
Ralph Neff Cole.	Morris Macht.
Wilson Graham Cole.	Robert McGill Mackall.
Henry Rutter Davis.	Isaac Macks.
William Doroff.	Hertel Philip Makel.
Louis Harriman Douglass.	Titus Lyde Mason, Jr.
George Milton Drager.	Frank Mogol.
Felix Max Erlanger.	Richard Nicholas Mullikin.
Howard Coleman Franklin.	Thomas Arthur Murray, Jr.
Edwin Louis Frederick.	Joseph Nathanson.
Ernest William Frey.	Archey Cameron New.
Murray Milton Gardner.	Louis Tiffany Norment.
Robert Stirling Glenn.	Jacob Frederick Obrecht.
Elmer Lewis Greensfelder.	Harry Ford Ogden.
Milton Louis Halle.	Torrence Davis Overcash.
Donald Louis Edwin Hammond.	Charles Francis Pennington.
William Edward Harrison, Jr.	Francis Downes Price.
Richard Osborne Hawkins.	John Bernard Reeside.
William Elmer Hearn.	Milton Luther Regus.
Columbus Joseph Hellen.	John William Reth.
Harold Brooks Hering.	Burkhard John Reus.
Clark Simpson Hobbs.	James Arthur Richardson.
Harry Homlet.	Gilbert White Rosenthal.
Abraham Hornstein.	Charles Rothstein.
John Raymond Hutson.	Herbert Thomas Salzer.
John Rusk Turner Hedeman.	Harry Nathan Sandler.
Harlan Johnson.	Joseph Schapiro.
Milton Rudolph Jonas.	Charles Louis Schmidt.
Charles Braddock Jones.	Edward Henry Sehrt.
Harry Clark Jones.	Joseph Daniel Siegel.

Louis Silberman.	Edgar Clare Urban.
Arthur Theophilus Silkman.	George Taylor Wagandt.
Jerome Sloman.	Charles Elmer Wagner.
Cornelius Magers Smith.	Charles Luther Warner.
Joseph Noble Stockett.	William Oswald Weyforth.
Walter Adler Strass.	Henry Edward Wich.
John Robert Sutton, Jr.	Daniel Lloyd Wilkinson.
Bayard Hankle Taylor.	Stansbury Morris Wilson.
Frederick Edward Thomas.	Rudolph Milton Winterling.
Roland Toner.	James Reaney Wolfe.
Rowland Trimble.	George Steedman Yost.
Howard Dubord Tustin.	

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RECIPIENTS OF PEABODY PRIZES.

OF THE FIRST GRADE—\$100 EACH.

Lingurn Burkhead Bobbitt.	Gilbert White Rosenthal.
William Oswald Weyforth.	

OF THE SECOND GRADE—\$50 EACH.

Harold Brooks Hering.	Charles Elmer Wagner.
Ralph Neff Cole.	Cornelius Magers Smith.

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RECIPIENTS OF SCHOLARSHIPS IN THE  
BALTIMORE BUSINESS COLLEGE.

Daniel Neff Armiger.	Morris Macht.
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RECIPIENT OF FREDERICK RAINE MEDAL.

Gilbert White Rosenthal.

PAPERS RELATING  
TO THE  
WESTERN HIGH SCHOOL.

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**FACULTY.**

DAVID E. WEGLEIN, A.B., *Principal*,  
CIVICS.

LOUISA C. SAUMENIG, *Vice-Principal*,  
MATHEMATICS.

PAMELA A. HARTMAN,  
HISTORY, GRAMMAR, LATIN.

JANE S. WILLIAMS,  
COMMERCIAL STUDIES.

HENRIETTA C. ADAMS,  
LIBRARIAN.

FRANCES RUTTER,  
HISTORY.

ROBERTA DAVIS,  
DRAWING.

IMOGEN GEORGE,  
ENGLISH.

ELIZABETH HELSBY,  
DRAWING.

ANNIE W. NICHOLSON,  
LATIN.

M. THERESA DALLAM,  
ENGLISH.

ANNE E. WELTY,  
MATHEMATICS.

AUGUSTA F. DITTY,  
ENGLISH.

LOUISA E. THALWITZER,  
GERMAN.

LIDA S. ECKEL,  
ZOOLOGY AND BOTANY.

**FACULTY—CONTINUED.**

MARY E. HUDGINS,  
LATIN.

LIZETTE W. REESE,  
ENGLISH.

EMILIE S. REINHARD, A.B.,  
GERMAN.

MARY B. ROCKWOOD, A.M.,  
LATIN.

LUCY E. MURRAY, A.B.,  
HISTORY AND LATIN.

BESSIE E. KLEIBACKER,  
ENGLISH.

LELIA H. SMITH, A.B.,  
ASTRONOMY, PHYSICAL GEOGRAPHY, BOTANY.

AMELIA D. BENSON, A.B.,  
PHYSICS.

SOPHIE SEYFERTH,  
GERMAN AND FRENCH.

GRACE I. GILL,  
STENOGRAPHY AND TYPEWRITING.

MIRIAM ELFRETH,  
FRENCH.

CHARLOTTE A. JONES, A.M.,  
MATHEMATICS.

LAURA J. CAIRNES, A.B.,  
HISTORY.

E. LEOLA DIXON,  
MATHEMATICS.

MARGARET T. ENGLAR, A.B.,  
ALGEBRA, HISTORY, PHYSICAL GEOGRAPHY.

E. ANNA HARRISON, A.B.,  
ENGLISH.

ALICE TÜNNECKE,  
FRENCH.

HENRIETTA G. BAKER,  
MUSIC.

NOMA G. MILLER, A.B.,  
ENGLISH THEME READER.

## ENROLLMENT IN 1907.

Enrollment, December 31, 1906 .....	944	
Number of pupils who did not return .....	53	
Enrollment, January, 1907 .....		891
Number admitted by promotion from elementary schools....	356	
Number admitted by transfer .....	3	
Number admitted during the year from schools other than Baltimore elementary schools .....	61	
		420
Total number in attendance during the year .....		1,311
Number withdrawn between Jan. 1 and June 30.....	78	
Number graduated in June, 1907 .....	147	
Number of pupils who did not return in September .....	96	
Number withdrawn between Sept. 16 and Dec. 31 .....	41	
		362
Number re-entered .....	7	
		355
Enrollment, Dec. 31, 1907. ....	956	
Average number belonging during 1907 .....	880	
Average attendance during 1907 .....	829	
Percentage of attendance for the year 1907 .....	94.2	



## GRADUATES, 1907.

- Emma Amalia Ahrling  
 Jean Boyd Allen.  
 Lida A. Anstine.  
 Bessie Egarton Applegarth.  
 Irene Samuels Ash.  
 Loretto Claire Audoun.  
 Merle Strother Bateman.  
 Florence Colfax Bell.  
 Carrie Benjamin.  
 Frances Mayo Van den Berg.  
 Jesse Lee Berry.  
 Gladys L. Black.  
 Roberta Black.  
 Antoinette Blake.  
 May Sophie Blanck.  
 Margaret Cabell Boles.  
 Gretchen Olmstead Boyd.  
 Nora Virginia Brainard.  
 Ethel May Brittain.  
 Helen Marie Bryan.  
 Florence Helen Burner.  
 Eleanor Robinson Byers.  
 Nettie H. Calloway.  
 Anna Elizabeth Chappell.  
 Ethel Ellen Clowe.  
 Lillian H. Coleman.  
 Alice Vail Cook.  
 Carolyn Coulbourn.  
 Ethel M. Crawford.  
 Mary Esther Crevensten.  
 Sarah Marie Crew.  
 Margery Louise Crockard.  
 Gladys Aline Crowl.  
 Louise Dorothy Crowl.  
 Altha Crowther.  
 Shirley Floyd Crutchfield.  
 Katharine Zimmerman Cugle.  
 Margaret Davidson.  
 Julia H. Davies.  
 Helen Jackson Day.  
 Ethel Gladys Dean.  
 Nellie Aelese Denny.  
 Nina Pinckney Didier.  
 Margaret Anna Dobson.  
 Nellie Fargo.  
 Emma Fisher.  
 A. Florence Fiske.  
 Elizabeth Freas.  
 Ella M. French.  
 Grace Pearl Fuhrman.  
 Mary A. Furlong.  
 Rae Elsa Goetzke.  
 Rebekah Gore.  
 Clara A. Graham.  
 Wanda Doris Greineisen.  
 Mary Felicia Gressitt.  
 Alma Leopold Gundersheimer.  
 Irma P. Gusdorff.  
 Viola Hahn.  
 Rena Hamburger.  
 Rachel Oliver Hammen.  
 Bessie Virginia Hearn.  
 Anna Elizabeth Heiner.  
 Mary Frances Heinzerling.  
 Hortense Herman.  
 Magdalene E. Hill.  
 Maude Hodges.  
 Marguerite May Hogg.  
 Belle Holbrook.  
 Mary Maxwell Hudgins.  
 Bessie Jones.  
 Ethel D. Kanton.  
 Emma Emilie Kaufman.  
 Elisabeth Fairbanks Kellum.  
 Adele Kempner.  
 Grace Waidner Kennard.  
 Ray Klein.  
 Mary Elizabeth Lamborn.  
 Mary Louise Leffler.  
 Gertrude S. Lewis.

- Elizabeth Ethel Linton.  
Eloise, MacPherson.  
Clara Rebecca Mahone.  
Helen Smith Marshall.  
Emma Dorothea Mayenschein.  
Josephine McCollom.  
LaVilla duPlessis McCord.  
Lenore Watson McCully.  
Nellie McDonnell.  
Emma Rebecca McGee.  
Lucille Newman McGonigle.  
Mary McTigue.  
Elizabeth Merritt.  
Minnie Milbourne.  
Adaline Morris.  
Mary Burdick Morrow.  
Bessie Virginia Moseman.  
Edna Ries Myers.  
Ethel Anna Nagle.  
Elleanora Cuddy Nelson.  
Sanford MacDonald Norris.  
Lillian Mabel Northam.  
Violet Evelyn O'Keeffe.  
Regina Weiller Ottenheimer.  
Annie Catherine Overbeck.  
Hazel Patten.  
M. Ethel Pearson.  
Louise Polk.  
Alcinda Esther Porter.  
Mary C. Porter.  
Mazie Welch Posey.  
Carrie M. Poumairat.  
Helen Pracht.  
Marian Adele Reese.  
Clara Edna Regester.  
Nettie Reiter.  
Ada Reynolds.  
Minna V. Roddy.  
Minna Rossberg.  
Gertrude Tyson Shipley.  
Sadie Amelia Shortt.  
Mabel Harrison Ellis Sledge.  
Riza Evelyn Sohl.  
Lula Stange.  
Nina May Stock.  
Pauline B. Stock.  
Selma Strauss.  
Eloise Stubbs.  
Minnie Elizabeth Taylor.  
Ruth Taylor.  
Hattie O. Thomas.  
Mabel Hammond Thomas.  
Frances Estella Thompson.  
Evelyn Maitland Tomlinson.  
May J. Tyler.  
Hilda Vogel.  
Louise Gibson Walker.  
Emma Elizabeth Wannenwetsch.  
Esta Viola Wareheim.  
Edith May Watson.  
Rachel Weeks.  
Mary Elizabeth White.  
Mary Agnes Wilkinson.  
Ruth Wilson.  
Lena Windus.  
Elsie Louise Wirth.  
Edna H. Zerкле.

## RECIPIENTS OF PEABODY MEDALS.

## FIRST GRADE.

Elizabeth Ethel Linton.	Mary Elizabeth Jones.
Grace Waidner Kennard.	Mabel Hammond Thomas.
Marie Ethel Pearson.	

## SECOND GRADE.

Mary Esther Crevensten.	Rena Hamburger.
Hazel Patten.	Florence Fiske.
Mary McTigue.	Lillian Mabel Northam.
Edith May Watson.	Clara Rebecca Mahone.
Lida A. Anstine.	Esta Viola Wareheim.

## HONORABLE MENTION.

Mary Elizabeth White.	Margaret Cabell Boles.
Margaret Dobson.	Ray Klein.
Elisabeth Fairbanks Kellum.	Marian Adele Reese.
Mary Anna Furlong.	Irene Samuels Ash.
Elleanor Cuddy Nelson.	Minna V. Roddy.

RECIPIENT OF WESTERN HIGH SCHOOL SCHOLARSHIP IN THE  
WOMAN'S COLLEGE OF BALTIMORE.

Merle Strother Bateman.

NOTE.—Miss Ethel Dorothea Kanton, Miss Merle Strother Bateman and Miss Florence Helen Burner take rank in scholarship third, twelfth, and eighteenth, respectively; but under the rules they are not eligible to Peabody prizes because not all of their secondary school course was pursued in a Baltimore High School.

PAPERS RELATING  
TO THE  
EASTERN HIGH SCHOOL.

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**FACULTY.**

ROBERT H. WRIGHT, B.S., *Principal*,  
POLITICAL ECONOMY AND CIVICS.

LAURA V. DEVALIN, *Acting Vice-Principal*,  
ENGLISH.

ELIZABETH E. ANDREWS,  
PHYSICAL TRAINING.

REBECCA BELLE BROOKS,  
PHYSICAL GEOGRAPHY AND HISTORY.

THEORA J. BUNNELL, A.B.,  
LATIN AND HISTORY.

LEONORA E. CARPENTER,  
HISTORY.

ANNA B. DIETRICHS,  
GERMAN.

ALICE J. DUBREUIL, A.B.,  
ENGLISH AND MATHEMATICS.

HARRIET E. EBAUGH, A.B.,  
MATHEMATICS.

MARGARET GARRETT,  
LATIN.

CORNELIA G. HARCUM, A.B.,  
MATHEMATICS AND LATIN.

ELEANOR R. HOSKINS, A.B.,  
LATIN.

ANNA GRACE KENNEDY, LL.B.,  
STENOGRAPHY, TYPEWRITING AND LAW.

KATHERINE M. LEWIS,  
MATHEMATICS.

**FACULTY—CONTINUED.**

SUE M. LOHRFINCK,  
ENGLISH.

THEODOCIA B. MAHON,  
COMMERCIAL SUBJECTS.

ELIZABETH M. MAKIBBIN,  
DRAWING.

MARY McLEAN, A.B.,  
ENGLISH.

IDA NEUMAN,  
BOTANY AND ZOOLOGY.

LILLIA B. OTTO,  
PHYSICAL TRAINING.

OLIVE C. SLATER,  
DRAWING.

ELIZABETH G. WHITE.  
MATHEMATICS.

MARTHA E. WIMER,  
FRENCH.

MAY R. MUFFLY,  
MUSIC.

ETHEL V. BASS,  
THEME READER.

AMELIE GRAF (*Temporarily Assigned*),  
GERMAN.

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CLEMENS J. FRANCE, resigned September 1, 1907.

ANNETTE B. HOPKINS, transferred to Teachers' Training School,  
September, 30, 1907.

### ROLL FOR THE YEAR 1907.

Number of pupils on roll December 31, 1906 .....	671
Number of pupils admitted by promotion from grammar schools in September 1907 .....	250
Number of pupils admitted during the year from schools other than the Baltimore grammar schools .....	33
Number of pupils admitted during the year by transfer from the Western High School .....	1
	955
Number of pupils withdrawn during the year .....	210
Number of pupils graduated in June, 1907 .....	70
Number of pupils transferred to Western High School during the year .....	3
	283
Number of pupils in care December 31, 1907 .....	672
Average number of pupils belonging during the year .....	625.3
Average number of pupils in attendance during the year .....	587.3
Percentage of attendance for the year .....	93.8

Table showing the subjects taught in the Eastern High School, the number of classes in each subject, and the number of pupils pursuing each subject.

SUBJECTS.	First Year.		Second Year.		Third Year.		Fourth Year.	
	Number of Classes.	Number of Pupils.						
Algebra .....	9	316						
Arithmetic .....			3	74				
Bookkeeping .....			3	71	2	52		
Botany .....	5	150						
Chemistry .....							2	54
Civics .....							2	63
Commercial Geography .....			3	74				
Commercial Law .....							1	37
Drawing .....	9	280	7	216	5	67	3	45
English .....	8	266	8	237	4	128	3	101
French .....			1	50	2	55	1	5
Geometry .....			5	155				
German .....			6	182	4	109	3	81
History .....	7	223			1	46	2	63
Latin .....	5	194	5	134	1	32	1	23
Music .....	9	279	7	354	5	145	3	110
Physical Geography .....	5	150						
Physical Training .....	8	238	6	160	2	61	2	66
Physics .....					2	43		
Political Economy .....							1	36
Stenography & Typwrtg.. ..					2	51	1	35
Trigonometry .....							1	23
Zoology .....			1	17				

N. B.—The above figures are for the first semester, 1907-8.

## GRADUATES, 1907.

- Sara Allison.  
Helen Mary Armstrong  
Lillian Lorrene Ashley .  
Beulah Proctor Beale.  
Martha Elizabeth Beetham.  
Mary Elizabeth Bell.  
Helen Ruth Bennett.  
Dorothea K. Blass.  
Ida Josephine Broemer.  
Mary Ethel Burton.  
Gertrude Kamlade Clarke.  
Margaret Connor.  
Helen B. Dawson.  
Susan May Edwards.  
Lillie Fitzberger.  
Eleanor E. Francis.  
Mary Edith Franks.  
Anna Katherine Geary.  
Clara Geiwitz.  
Ida Emma Gurk.  
Amelia De Goev Halstead.  
Katherine Loretta Healy.  
Effie Marie Hedrick.  
Estelle Reside Hilberg.  
Catherine Fridolin Hogan.  
Elizabeth Eve Hohman.  
Estella Elizabeth Hohman.  
Ruth Hook.  
Catherine Louise Virginia Howe.  
Mary Rebecca Jefferson.  
Nellie Collinson Jones.  
Nellie Katz.  
Helen Keplinger.  
Ida Kuff.  
Martha Marie Kunze.  
Mae Lautenberger.  
Eleanor Virginia Lawson.  
Selma Lehman.  
Nannette Schlichter Levin.  
Ida Levinson.  
Ellen Gertrude Lewis.  
Edna Loane.  
Augusta Pauline Loewner.  
Fannie Ellen Mason.  
Mary A. McGarvey.  
Helen Veronica McHale.  
Mary Ann McKay.  
Hilda Mitnick.  
Ada Jane Moore.  
Gertrude Moses.  
Lulu Blanche Pearce.  
Mary Virginia Randall.  
Rebecca Georgia Robinette.  
Emily Metzger Robinson.  
Elizabeth A. Rowe.  
Helen Barbara Rutter.  
Caroline Margaret Schmidt.  
Bertha Sendelbach.  
Marie Agnes Stewart.  
Sara Ellen Storm.  
Mary Gwendolyn Strible.  
Edna Suehle.  
Viola Greaner Sumwalt.  
Minnie Thirklkel.  
Minna Treide.  
Mattie B. Wagner.  
Miriam Denton Waltenberg.  
Eva Weiss.  
Larena Fillmore Williams.  
Edna A. Winter.

### RECIPIENTS OF PEABODY MEDALS, 1907.

#### FIRST GRADE.

Mary Virginia Randall.	Martha Elizabeth Beetham.
Nannette Schlichter Levin.	Mary Ethel Burton.
Helen Mary Armstrong.	

#### SECOND GRADE.

Ida Levinson.	Mamie Thirlkel.
Clara Geiwitz.	Catherine Louise Virginia Howe.
Martha Marie Kunze.	Helen Veronica McHale.
Augusta Pauline Loewner.	Bertha Sendelbach.
Gertrude Moses.	Beulah Proctor Beale.

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#### HONORABLE MENTION.

Hilda Mitnick.	Gertrude Kamlade Clarke.
Dorothea K. Blass.	Helen B. Dawson.
Caroline Margaret Schmidt.	Eva Weiss.
Mary A. McGarvey.	Nellie Collinson Jones.
Elizabeth A. Rowe.	Minna Treide.

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### RECIPIENTS OF SCHOLARSHIPS.

#### WOMAN'S COLLEGE OF BALTIMORE.

Woman's College Scholarship .....	Mary Virginia Randall.
Alumnae Scholarship .....	Nannette Schlichter Levin.
Baltimore Business College.....	{ Miriam Denton Waltenberg.
	{ Augusta Pauline Loewner.

PAPERS RELATING  
TO THE  
BALTIMORE POLYTECHNIC INSTITUTE.

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**FACULTY.**

WILLIAM R. KING, U. S. N., *Principal*,  
Head of Department of Engineering.

WILLIAM H. HALL, A.M.,  
Head of Department of Science.

SAMUEL M. NORTH,  
Head of Department of English and Modern Languages.

J. MONTGOMERY GAMBRILL,  
Head of Department of History and Civics.

ROWLAND WATTS, A.M.,  
Head of Department of Mathematics.

---

**STAFF.**

JOHN WARD WILLSON, M.D.,  
GERMAN AND FRENCH.

SAMUEL P. PLATT,  
MECHANICAL DRAWING AND DESCRIPTIVE GEOMETRY.

OLIVER BACHARACH,  
MATHEMATICS.

JOHN H. BRAMBLE,  
MATHEMATICS.

JOHN EDWARD BROADBELLT, Ph.G., *Secretary*,  
CHEMISTRY.

IRVING L. TWILLEY, A.M.,  
CHEMISTRY AND PHYSICS.

EDWARD REISLER, A.M.,  
ENGLISH AND HISTORY.

## REPORT OF THE

ELMER M. HARN, A.M.,  
LITERATURE AND COMPOSITION.

ISAAC L. OTIS, A.B.,  
HISTORY.

ALLAN B. SOUTHER, B.S.,  
MECHANICAL DRAWING.

HARVEY S. HOUSKEEPER, A.B.,  
MATHEMATICS.

HENRY BOGUE, JR., A.B.,  
MECHANICAL DRAWING.

THOMAS F. GAREY, JR., A.B.,  
MATHEMATICS.

WILLIAM L. DEBAUFRE, E.E.,  
PHYSICS AND ELECTRICITY.

GEORGE S. WILLS, A.M.,  
LITERATURE AND COMPOSITION.

WILLIAM H. WILHELM, A.M.,  
MATHEMATICS.

CHARLES E. CONWAY,  
ENGINEERING.

JAMES B. ARTHUR,  
GRADUATE ASSISTANT IN SCIENCE.

---

**MECHANICAL DEPARTMENT.**

WILLIAM G. RICHARDSON,  
MACHINE WORK AND ENGINEERING MATERIALS.

JOSEPH E. GARABRANT, M.E.,  
ENGINE AND BOILER TESTING AND PATTERN-MAKING.

GEORGE M. GAITHER,  
CARPENTRY AND WOOD-CARVING.

ALLEN L. MALONE,  
ENGINEERING MATERIALS, MACHINE AND FORGE WORK.

WARREN S. SEIPP,  
FORGE AND SHEET METAL WORK.

## ROLL, 1907.

Number of new pupils admitted during year.....	575
Number of pupils admitted by promotion.....	248
Number of pupils admitted by transfer from Baltimore City College	8
<hr/>	
Total number of pupils during year.....	831
Number of pupils withdrawn during year and not re-entered.....	181
Number of pupils transferred to Baltimore City College.....	6
Number of graduates June, 1907.....	50
Number of pupils belonging December 31, 1907.....	644
Number of pupils in care December 31, 1907.....	652
Average number of pupils belonging during 1907.....	566.5
Average attendance during year 1907 (95.3%).....	539.8

## GRADUATES, 1907.

Theodore Ascherfeld.  
 Ludwig Aull.  
 Emil G. Bauersfeld.  
 Raymond M. Bealer.  
 Alvin M. Bland.  
 Gustav Bornscheuer.  
 J. Daniel Brendel.  
 John N. Childs.  
 Wilmer A. Dehuff.  
 C. Lehman Downs.  
 Herbert S. Fairbank.  
 F. Donald Fenhagen.  
 Otto A. Geumann.  
 Charles E. Grimes.  
 Henry R. Gundlach.  
 G. Herman Guttman.  
 Carroll R. Harding.  
 William Hartman.  
 Horace K. Hayden.  
 Harry L. Hess.  
 F. Merrill Hildebrandt.  
 Fernando Janer.  
 Harry B. Joyce.  
 John P. Kenney.  
 Charles Krausse.

William H. Kruger, Jr.  
 William G. McLaughlin.  
 Laurence F. Magness.  
 Joseph C. Manning.  
 Lawrence G. Miller.  
 Charles E. Mitchell .  
 Serafin M. Montesinos.  
 George T. Mumma.  
 Marcus Newhoff.  
 Samuel P. Nixdorf.  
 Arthur Norden.  
 Edwin H. Nordmann.  
 Charles J. Rasch.  
 Charles J. Ritterhoff.  
 Ernest Rodemeyer.  
 Arthur H. Schultz, Jr.  
 Nelson Schuster.  
 Frederick B. T. Siems.  
 V. Bernard Siems.  
 Charles Silver.  
 Samuel F. Tapmat, Jr.  
 T. Leonard Walter.  
 Bernard Wich.  
 R. Mason Wilhelm.  
 Julius Zieget.

Table showing the number of students pursuing the different subjects of the course of the Baltimore Polytechnic Institute and the time devoted to each subject.

SUBJECTS.	First Year.			Second Year.			Third Year.			Fourth Year.		
	Number of Students.	Number of Sections.	Periods Per Week.	Number of Students.	Number of Sections.	Periods Per Week.	Number of Students.	Number of Sections.	Periods Per Week.	Number of Students.	Number of Sections.	Periods Per Week.
Steam Engineering .....							109	3	4	71	2	3
Mechanics .....										71	2	2
Mechanical Drawing .....	270	7	4	202	5	5	109	3	4	71	2	4
Practice .....	270	7	4	202	5	4	109	3	4	71	2	4
Algebra .....	270	7	5	202	5	2 $\frac{1}{2}$	109	3	1 $\frac{1}{2}$			
Geometry .....	270	7	4	202	5	2 $\frac{1}{2}$						
Trigonometry .....				202	5	1 $\frac{1}{2}$	109	3	2 $\frac{1}{2}$			
Analytic Geometry .....							109	3	4			
Calculus .....										71	2	5
Physics .....	270	7	3	202	5	4						
Electricity .....							109	3	3	71	2	4
Chemistry .....							109	3	2	71	2	4
Composition and Rhetoric .....	270	7	2	202	5	2						
Literature .....	270	7	3	202	5	2 $\frac{1}{2}$	109	3	3			
History .....	270	7	4									
German .....				202	5	3	109	3	3			
Civics and History .....				202	5	4						
French .....										71	2	4
English Grammar .....	270	7	1									

PAPERS RELATING  
TO THE  
COLORED HIGH AND TRAINING SCHOOL.

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**FACULTY.**

**NORMAL DEPARTMENT.**

JAMES H. N. WARING, A.M., M.D., *Principal.*

HEBER E. WHARTON, *Vice-Principal,*

and

Teacher of Psychology.

**ASSISTANTS.**

LUCINDA COOK, *Director of Practice,*  
HISTORY OF EDUCATION—SPECIAL METHOD.

HARRY T. PRATT,

SCHOOL MANAGEMENT—SPECIAL METHOD.

ANNA O'H. WILLIAMSON.

NATURE STUDY—SPECIAL METHOD.

---

**HIGH SCHOOL DEPARTMENT.**

JAMES H. N. WARING, A.M., M.D., *Principal.*

ANNIE E. SMITH, *Clerk.*

JOSEPH H. LOCKERMAN, *Vice-Principal,*

and

Head of Department of Mathematics.

CORA B. JACKSON, A.B.,

Head of Department of English History.

MASON A. HAWKINS, A.B.,

Head of Department of Languages.

DWIGHT O. W. HOLMES, A.B.,

Head of Department of Sciences.

DANIEL A. BROOKS,

Head of Department of Manual Training.

HELEN BROOKS IRVIN,

Head of Department of Domestic Art and Sciences.

## REPORT OF THE

## ASSISTANTS.

FANNIE L. BARBOUR,  
MATHEMATICS.

MAUDELLE T. BROWN, A.B.,  
MATHEMATICS.

LOUISE R. M. PARM,  
ENGLISH AND HISTORY.

JOSHUA E. MAXWELL, A.B.,  
ENGLISH AND HISTORY.

G. DAVID HOUSTON, A.B.,  
ENGLISH AND HISTORY.

CARRINGTON L. DAVIS, A.B.,  
GERMAN.

THOMAS W. TURNER, A.B.,  
BIOLOGY, BOTANY AND ZOOLOGY.

MATTIE F. CHILDS, A.B.,  
CHEMISTRY.

WILLIAM H. J. BECKETT, B.H., B.P.E.,  
PHYSICAL CULTURE.

J. R. PAUL BROCK, A.M.,  
UNGRADED CLASS.

RALPH V. COOK, M.E.,  
MECHANICAL DRAWING AND WOOD TURNING.

CHARLES R. WESTMORELAND, A.B.,  
BENCH WORK.

HENRY C. BINFORD, Jr., A.B.,  
BOOKKEEPING, COMMERCIAL LAW AND COMMERCIAL GEOGRAPHY.

ETHEL A. LEWIS,  
STENOGRAPHY, TYPEWRITING AND BUSINESS ENGLISH.

JAMES A. B. CALLIS,  
PRINTING.

JOHN J. WHEELER, B.S., M.E.,  
IRONWORK.

BEULAH S. WILDER,  
DRESSMAKING.

## GRADUATES, 1907.

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Marie Irene Blay.	Agnes Halligan Holmes.
Marion Virginia Carroll.	Margaret Elizabeth Howe.
Emily Eugenia Lewis Carter.	Birdie Odella Jolley.
Anna Etheline Diggs	Julia Marie Jones.
Bessie Marie Finney.	Emma Elizabeth Mason.
Gertrude Cornelia Fisher.	Nellie Roy Monroe.
Estella Sophia Gantt.	Estelle Sophia Peaker.
Mabel Elizabeth Gibson.	Maud Ethylyn Perry.
Ruth Rebecca Gibson.	Rebecca Barbara Richardson.
Mary Elizabeth Grace.	Lucy Estella Roberson.
Grace Lucretia Hardy.	Belle Christiana Robinson.
Ann Elizabeth Harris.	Ethel Scott.
Bessie May Hawkins.	Etheldra Ann Smith.
Marion Lucille Hawkins.	Ettamay Smith.
Genevieve Comfort Holland.	Ellen Pearl Waller.
	Blanche Beatrice Whyte.

William Deaver Boston.	James Daniel Dansbury Johnson.
Nathan Alexander Brvan.	George Washington Mitchell.
Jordan Solon Carter.	Thomas Andrew Moore.
Charles Andrew Cary.	Carl James Murphy.
Lloyd Albert Clark.	Thaddeus Savossa Peck.
Enoch Wright Dickerson.	James Henry Nelson Waring, Jr.
William Edward Emerson.	Bernard Weaver Webb.
	William Llewellyn Wilson.

## TWO YEAR INDUSTRIAL COURSE.

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Viola Gertrude Anderson.	James Albert Short.
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## ALUMNI MEDAL.

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Bessie May Hawkins.

Table showing number belonging, average attendance and percentage of attendance for each month during the year.

Months, 1907.	Number Pupils Belonging (Average).	Present (Average) Number Pupils.	Percentage of Attendance.
January .....	373	361	96.7%
February .....	381	371	97.4%
March .....	379	371	97.8%
April .....	373	362	97.1%
May .....	365	353	96.7%
June .....	354	348	98.3%
September .....	433	405	93.5%
October .....	421	414	98.3%
November .....	415	406	97.8%
December .....	399.5	385	96.3%
Average .....	389.4	377.6	96.95%

TABLE SHOWING ENROLLMENT, ETC., FOR THE YEAR 1907.

	Boys.	Girls.	Total.
Number of new pupils admitted during year.....	120	286	
	—	—	406
Number of pupils admitted by promotion during year—			
February, 1907 .....	5	13	
September, 1907 .....	52	99	
	—	—	169
Total number pupils during year.....			575
Number pupils who left and re-entered during year.	30	72	
	—	—	102
Number of pupils withdrawn during year.....	40	100	
	—	—	140
Number of pupils promoted to the Training School during the year.....	3	10	
	—	—	13
Number of pupils graduated from school during the year .....	15	30	
	—	—	45
Number of pupils in school December 31, 1907—			
Belonging .....	122	268	
	—	—	390
“In Care” .....	148	337	
	—	—	485
Average attendance of pupils during year.....			377.6
Average number of pupils belonging during year.....			389.4
Percentage of attendance during year, based on average number belonging .....			96.95%

Table showing the subjects taught in the Colored High and Training School, number of classes in each subject, and the number of pupils pursuing each subject.

SUBJECTS.	First Year.		Second Year.		Third Year.		Fourth Year.	
	Number of Classes.	Number of Pupils.	Number of Classes.	Number of Pupils.	Number of Classes.	Number of Pupils.	Number of Classes.	Number of Pupils.
Algebra .....	5	195						
Arithmetic .....					1	13		
Biology .....					1	30	2	48
Bookkeeping .....					1	8	1	5
Business English .....					1	8	1	5
Chemistry .....			4	35			1	14
Commercial Law .....							1	5
Domestic Arts .....	7	135	6	80	2	28	2	36
Domestic Science .....			5	78	2	32	2	30
English Literature .....	5	199	4	107	2	39	2	46
Free-hand Drawing .....	5	193	4	111	1	33	2	37
Geography .....	1	40			1	8		
Geometry .....			4	108	1	13		
German .....	3	82	1	9			1	27
History .....	4	158	4	108	1	30	2	46
Latin .....	3	102	1	34	1	12	1	9
Mechanical Drawing .....	5	71	3	29	1	3	1	6
Physical Training .....								
Physics .....					2	34	1	14
Printing .....					2	9	1	2
Stenography .....					1	9	1	5
Typewriting .....					1	11	1	3
Woodwork .....	5	63	2	12	1	5	3	27

## NORMAL DEPARTMENT.

## ENROLLMENT FOR THE YEAR.

Number enrolled January 1, 1907.....	35
Number admitted during year.....	29
Number withdrawn (not re-entered).....	9
Number elected to substitute list.....	7
Number on roll December 31, 1907—	
First year .....	16
Second year .....	48
	— 64
Average enrollment during year.....	42.4
Average attendance during year.....	41.7
Percentage of attendance during year.....	98.3%

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TABLES.

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## Tables Accompanying Superintendent's Report.

### TABLE A.

Statement showing the Number of Men and Women Teachers and the Number of Pupils Belonging December 31, 1907; the Average Number of Pupils Belonging during the Year, and the Average Attendance for the Year; the Percentage of Attendance for the Year; the Total Number Enrolled during the Year, and the Number of Pupils Belonging, Including Temporary Withdrawals.

SCHOOLS.	Teachers		Number of Pupils Belonging December 31, 1907.	Average Number of Pupils Belonging 1907.	Average Attendance for the Year 1907.	Percentage of Attendance for the Year 1907.	Total Number Enrolled 1907.	The Number Belonging, including Temporary Withdrawals, Dec. 31, 1907.
	Men.	Women.						
Baltimore City College, Francis E. Soper, Principal .....	29	.....	711	709	668	94	762	740
Eastern High School, Robert H. Wright, Principal .....	1	24	627	625	587	94	704	672
Western High School, David E. Weglein, Principal .....	1	29	882	880	829	94	952	956
Baltimore Polytechnic Institute, Wm. R. King, Principal .....	27	.....	644	567	540	95	575	652
Colored High & Training School, J. H. N. Waring, Principal .....	12	8	390	389	378	97	406	485
Normal Dept., C. H. & T., J. H. Waring, Principal .....	2	2	55	42	42	98	64	64
Teachers' Training School, Sarah C. Brooks, Principal .....	.....	6	107	69	65	93	123	109
Totals .....	72	69	3416	3281	3109	95	3586	3678

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	Teachers		Number of Pupils Belonging December 31, 1906.	Average Number of Pupils Belonging 1906.	Average Attendance for the Year 1907.	Percentage of Attendance for the Year 1907.	Total Number Enrolled 1907.	The Number Belonging, including Temporary Withdrawals, Dec. 31, 1907.
	Men.	Women.						
Group A—School No. 3.....	17	604	600	536	89	820	652	
“ “ 24.....	14	536	504	464	92	745	575	
“ “ 38.....	4	170	184	168	91	271	189	
“ “ 47.....	1	20	743	769	92	926	794	
Totals.....	1	55	2053	2057	1874	912762	2210	
Edwin Hebden, Principal.								
Group B—School No. 6.....	9	358	363	316	87	607	421	
“ “ 23.....	13	496	491	434	88	735	539	
“ “ 25.....	14	555	526	466	89	899	604	
“ “ 42.....	1	17	742	738	90	847	822	
Totals.....	1	53	2151	2118	1879	883088	2386	
Basil Sollers, Principal.								
Group C—School No. 28.....	10	419	409	375	92	526	432	
“ “ 33.....	12	497	495	443	89	670	538	
“ “ 35.....	11	436	425	382	90	545	471	
“ “ 84.....	2	19	866	846	91	1103	923	
Totals.....	2	52	2218	2175	1970	912844	2364	
Joseph C. Hands, Principal.								
Group D—School No. 2.....	12	502	476	412	86	676	519	
“ “ 8.....	14	702	679	581	86	940	717	
“ “ 93.....	3	28	1292	1190	1029	861546	1374	
“ “ 108.....	1	4	251	271	218	77	449	323
Totals.....	4	58	2747	2616	2240	863611	2933	
C. Alexander Fairbank, Principal.								
Group E—School No. 13.....	12	486	513	447	87	736	536	
“ “ 27.....	13	515	505	453	89	724	541	
“ “ 77.....	2	16	688	709	644	91	792	743
“ “ 83.....	3	23	1172	1055	965	911300	1229	
“ “ 97.....	8	307	298	274	92	389	318	
Totals.....	5	72	3168	3080	2783	903941	3367	
Charles J. Koch, Principal.								



## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	Teachers		Number of Pupils Belonging December 31, 1907.	Average Number of Pupils Belonging 1907.	Average Attendance for the Year 1907.	Percentage of Attendance for the Year 1907.	Total Number Enrolled 1907.	The Number Belonging, including Temporary Withdrawals, Dec. 31, 1907.
	Men.	Women.						
Group K—School No. 50.....	7	233	258	231	90	321	256	
“ “ 51.....	1	21	770	784	701	89	984	835
“ “ 52.....	1	7	200	217	201	93	231	214
“ “ 53.....	19	599	608	541	89	854	682	
“ “ 54.....	20	795	781	691	89	1024	839	
“ “ 115.....	2	2	179	189	157	83	261	203
Totals.....	4	76	2776	2837	2522	89	3675	3029
Jos. S. Whittington, Principal.								
Group L—School No. 76.....	18	658	720	650	91	1097	720	
John S. Black, Principal.								
Group M—School No. 4.....	15	507	533	462	87	775	562	
“ “ 29.....	9	290	299	259	85	430	349	
“ “ 44.....	11	383	394	360	92	460	408	
“ “ 70.....	1	21	788	756	672	89	993	875
“ “ 92.....	18	651	658	602	92	821	684	
“ “ 106.....	2	11	584	551	455	83	844	765
Totals.....	3	85	3203	3190	2810	88	4323	3643
Thomas C. Bruff, Principal.								
Group N—School No. 12.....	14	580	575	500	87	791	626	
“ “ 22.....	14	512	509	452	89	698	562	
“ “ 34.....	14	552	577	493	85	823	612	
“ “ 72.....	2	16	682	663	600	90	721	719
“ “ 109.....	2	5	482	486	368	76	745	603
Totals.....	4	63	2808	2810	2413	86	3778	3122
Judson Hunt, Principal.								
Group O, School No. 10.....	12	443	443	375	85	625	506	
“ “ 19.....	14	594	596	511	86	844	594	
“ “ 30.....	16	643	642	565	88	815	701	
“ “ 48.....	1	11	486	457	412	90	507	486
Totals.....	1	53	2166	2138	1863	88	2791	2287
Samuel Keller, Principal.								



## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

SCHOOLS.	Teachers		Number of Pupils Belonging December 31, 1907.	Average Number of Pupils Belonging 1907.	Average Attendance for the Year 1907.	Percentage of Attendance for the Year 1907.	Total Number Enrolled 1907.	The Number Belonging, including Temporary Withdrawals, Dec. 31, 1907.
	Men.	Women.						
Group U—School No. 14.....	15	473	489	434	89	645	522	
“ “ 60.....	1	22	842	848	773	91	1079	
“ “ 61.....	1	18	731	730	668	92	897	
“ “ 81.....	1	15	526	533	477	90	637	
Totals.....	3	70	2572	2600	2352	91	3258	
Robert W. Elliott, Principal.							2789	
Group V—School No. 59.....	1	4	138	133	117	90	164	
“ “ 62.....	2	22	965	985	878	89	1237	
“ “ 64.....		8	289	270	248	91	322	
“ “ 112.....	4	27	1538	1512	1286	85	2043	
“ “ 118.....	5	4	499	459	352	83	699	
Totals.....	12	65	3429	3359	2911	87	4465	
W. Edward F. Taylor, Principal.							3908	
Group W—School No. 55.....	1	25	1040	1014	878	87	1284	
“ “ 56.....		5	168	187	161	86	305	
“ “ 57.....		6	194	212	186	88	276	
“ “ 58.....		11	282	338	291	86	493	
Totals.....	1	47	1684	1751	1516	87	2358	
Mary E. Holmes, Principal.							1846	
Colored Practice School No. 100..	7	613	621	503	81	936	753	
“ “ 107..	11	960	1038	807	77	1587	1415	
“ “ 110..	2	10	859	814	667	82	1213	
“ “ 116..	1	10	487	485	415	86	530	
Totals.....	3	38	2919	2958	2392	81	4266	
James H. N. Waring, Principal.							4016	
Parental School.....	1	22	44	44	100	3	22	

SCHOOLS.	Number of Schools, December, 1907.	No. of Teachers.			Number of Pupils Belonging, Decem- ber 31, 1907.	Average Number Belonging for the Year 1907.	Average Attendance for the Year 1907.	Percentage of Attend- ance, 1907.	Total Enrollment for the Year 1907.	Number Belonging, including Tempo- rary Withdrawals, December 31, 1907.
		Men, 1907.	Women, 1907.	Total, 1907.						
Baltimore City College.....	1	29	.....	29	711	709	668	94	762	740
Eastern High School.....	1	1	24	25	627	625	587	94	704	672
Western High School.....	1	1	29	30	882	880	829	94	952	956
Baltimore Polytechnic Institute.....	1	27	.....	27	644	567	540	95	575	652
Colored High School.....	1	12	8	20	390	389	378	97	406	485
Teachers' Training School.....	.....	.....	6	6	107	69	65	93	123	109
Colored Training School.....	.....	2	2	4	55	42	42	98	64	64
Secondary Schools.....	5	72	69	141	3,416	3,281	3,109	95	3,586	3,678
Group A.....	4	1	55	56	2,053	2,057	1,874	91	2,762	2,210
B.....	4	1	53	54	2,151	2,118	1,879	88	3,088	2,386
C.....	4	2	52	54	2,218	2,175	1,970	91	2,844	2,304
D.....	4	4	58	62	2,747	2,616	2,240	86	3,611	2,933
E.....	4	5	72	77	3,168	3,080	2,783	90	3,941	3,307
F.....	4	4	55	59	2,506	2,484	2,159	87	3,354	2,189
G.....	5	4	79	83	3,409	3,273	2,811	86	4,442	3,580
H.....	5	6	57	63	2,257	2,118	1,862	88	2,907	2,484

Group I	3	4	71	75	2,585	2,743	2,429	89	3,509	2,916
" J	4	2	79	81	3,250	3,251	2,897	89	4,038	3,590
" K	6	4	76	80	2,776	2,837	2,522	89	3,675	3,029
" L	1	.....	18	18	658	720	650	91	1,097	720
" M	6	4	85	89	3,203	3,190	2,810	88	4,323	3,643
" N	5	4	71	75	2,808	2,810	2,413	86	3,778	3,122
" O	4	1	54	55	2,166	2,138	1,863	88	2,791	2,287
" P	5	3	58	61	2,401	2,339	2,097	90	3,014	2,540
" Q	4	3	58	61	2,120	2,237	1,927	86	2,900	2,463
" R	4	1	52	53	2,038	2,057	1,845	90	2,648	2,156
" S	4	4	53	57	1,906	2,039	1,821	89	2,640	2,056
" T	4	3	39	42	1,473	1,584	1,396	88	2,104	1,629
" U	4	3	70	73	2,572	2,600	2,352	91	3,258	2,789
" V	5	12	65	77	3,429	3,359	2,911	87	4,465	3,908
" W	4	1	47	48	1,684	1,751	1,516	87	2,358	1,846
Colored Practice Schools	4	8	83	†91	2,919	2,958	2,392	81	4,266	4,016
Parental School	1	.....	1	1	22	44	44	100	3	22
Elementary Schools	103	84	1,461	1,545	58,519	58,578	51,463	88	77,816	65,045
Group Principals	.....	22	1	23	.....	.....	.....	.....	.....	.....
*Supervisors of Music	.....	.....	4	4	.....	.....	.....	.....	.....	.....
Drawing Teachers	.....	.....	11	11	.....	.....	.....	.....	.....	.....
Sewing Teachers	.....	.....	26	26	.....	.....	.....	.....	.....	.....
Physical Training Teachers	.....	1	5	6	.....	.....	.....	.....	.....	.....
Manual Training Teachers	.....	6	4	10	.....	.....	.....	.....	.....	.....
Cooking Teachers	.....	.....	10	10	.....	.....	.....	.....	.....	.....
Totals	108	185	1,591	1,776	61,935	61,859	54,572	88	81,402	68,723

\* Supervisor of Music, Henrietta G. Baker; Supervisor of Drawing, Olivia F. Keach; Supervisor of Sewing, Laura V. Davis; Supervisor of Physical Training, Carl A. Schulz; Supervisor of Manual Training, George M. Gaither. † Of these 90 are substitutes in vacancies.

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

COLORED SCHOOLS.	TEACHERS.			Number of Pupils Belonging December, 1907.	Average Number Belonging for the Year 1907.	Average Attendance for the Year 1907.	Percentage of Attendance, 1907.	Total Enrollment for the Year 1907.	Number of Pupils Belonging, including Temporary Withdrawals, December 31, 1907.
	Men.	Women.	Totals.						
Colored High and Training School									
School No. 100.....		7	7	613	621	503	81	969	753
" 101.....	3	13	16	844	799	644	81	1282	1178
" 105.....	2	7	9	563	498	413	83	799	593
" 106.....	2	11	13	584	551	455	83	873	765
" 107.....		9	9	960	1038	807	77	1660	1415
" 108.....	1	4	5	251	271	218	77	454	323
" 109.....	2	5	7	482	486	368	76	780	603
" 110.....	2	8	10	859	814	667	82	1464	1154
" 112.....	4	27	31	1538	1512	1286	85	2230	1786
" 113.....	3	9	12	622	593	502	85	894	745
" 115.....	2	2	4	179	189	157	83	265	203
" 116.....	1	8	9	487	485	415	86	844	694
" 118.....	5	4	9	499	459	382	83	785	593
Totals.....	27	114	141	8481	8316	6817	82	13299	10805

All colored schools are taught by colored faculties.

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—Continued.

NIGHT SCHOOL.	TEACHERS.			Number of Pupils Belonging December 31, 1907.	Average Number Belonging for the Year 1907.	Average Attendance for the Year 1907.	Percentage of Attendance, for the year 1907.	Total Enrollment for the Year 1907.
	Men.	Women.	Totals.					
Evening High School...	16	.....	16	433	372	252	68	1250
Night School No. 5....	3	1	4	129	94	69	73	371
" " 30....	4	1	5	96	85	71	82	235
" " 42....	10	8	18	484	334	300	90	1053
" " 43....	10	7	17	453	353	283	80	1200
" " 44....	5	1	6	195	160	124	78	385
" " 55....	3	2	5	81	80	53	66	241
" " 76....	2	2	4	55	82	62	75	152
" " 83....	2	1	3	63	71	56	79	115
Totals.....	55	23	78	1989	1631	1269	78	5002
Colored Evening High School .....	8	11	19	466	412	292	71	1022
Colored Night School No. 101 .....	4	.....	4	117	110	71	65	195
Colored Night School No. 106 .....	3	.....	3	63	74	52	70	205
Colored Night School No. 112 .....	4	1	5	128	113	85	75	253
Colored Night School No. 113 .....	3	.....	3	75	77	52	67	127
Colored Night School No. 115 .....	2	1	3	77	72	49	68	81
Totals.....	24	13	37	926	858	601	70	1883
Total Night Schools	79	36	115	2915	2489	1870	75	6885

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE A—*Concluded.*

NIGHT COOKING SCHOOL.	Number of Nights per Week.	Number of Pupils Belonging December 31, 1907.	Average Number Belonging for the Year 1907.	Average Attendance for the Year 1907.	Percentage of Attendance for the Year 1907.	Total Enrollment for the Year 1907.
Night Cooking School No. 17 .....	2	56	29	24	83	73
Night Cooking School No. 40 .....	2	40	25	19	76	62
Night Cooking School No. 45 .....	2	39	35	25	71	65
Night Cooking School No. 47 .....	2	28	37	26	70	84
Night Cooking School No. 74 .....	5	125	103	81	79	180
Night Cooking School No. 75 .....	6	103	88	60	68	142
Night Cooking School No. 81 .....	6	122	100	72	72	164
Night Cooking School No. 85 .....	2	37	39	25	64	49
Night Cooking School No. 97 .....	2	51	48	34	71	51
Night Cooking School No. 98 .....	2	48	47	36	77	59
Totals .....	*31	649	551	402	70	929
Grand Total, Night Schools .....		3564	3040	2272	75	7814

\*These 31 lessons per week were given by 12 different teachers.

	1906	1907	Increase
Number belonging December 31 .....	2966	3564	598
Average number belonging for the year .....	2700	3040	340
Average attendance for the year .....	2090	2272	182
Percentage of attendance for the year .....	77.40	75	.....
Total enrollment for the year .....	6941	7814	837

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE B.

## DIFFERENT GRADES OF SCHOOLS COMPARED.

	Year 1907	Year 1906	In- crease
Number of pupils in Baltimore City College...	740	735	.....
Number of pupils in Eastern High School.....	672	679	.....
Number of pupils in Western High School....	956	944	.....
Number of pupils in Balto. Polytechnic Institute	652	536	.....
Number of Pupils in Baltimore Colored High School .....	485	412	.....
	3505	3306	199
Number of pupils in Teachers' Training School	109	47	.....
Number of pupils in Colored Training School.	64	35	.....
	3678	3380	290
Elementary Schools .....	*65,045	66,058	.....
Total.....	68,723	69,446	.....

\*Number belonging, including temporary withdrawals.

TABLE C.

## DIFFERENT GRADES OF CLASSES COMPARED.

	1907	1906	Inc.	Dec
Number of pupils in Fifth year.....	3	4	.....	1
" " Fourth year.....	486	446	40	.....
" " Third year.....	644	613	31	.....
" " Second year.....	940	889	51	.....
" " First year.....	1432	1354	78	.....
Training Schools .....	173	82	91	.....
Number of pupils in Eighth Grade.....	2220	2171	49	.....
" " Seventh Grade.....	3455	3120	335	.....
" " Sixth Grade.....	4956	4963	.....	7
" " Fifth Grade.....	6679	6677	2	.....
" " Fourth Grade.....	9184	9085	99	.....
" " Third Grade.....	11,106	11,153	.....	47
" " Second Grade.....	12,002	12,470	.....	468
" " First Grade.....	15,443	16,419	.....	976
Totals.....	68,723	69,446	.....	723
Preparatory classes included in above.....	560	495	65	.....

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.  
TABLE D.

Showing the number of Pupils and Teachers in the Public Schools belonging at the time of making the Report each year, from the year 1829, when the first public school was opened, to the year 1907, inclusive.

This statement does not include Night Schools.

Date.	Teachers.	Pupils.	Date.	Teachers.	Pupils.
1829.....	3	269	1869.....	540	23,552
1830.....	5	402	1870.....	549	23,898
1831.....	5	627	1871.....	559	24,479
1832.....	5	640	1872.....	581	25,092
1833.....	5	544	1873.....	558	26,653
1834.....	8	859	1874.....	626	27,634
1835.....	8	747	1875.....	672	29,942
1836.....	8	814	1876.....	717	31,071
1837.....	8	659	1877.....	734	32,523
1838.....	8	675	1878.....	784	34,002
1839.....	16	1,126	1879.....	798	35,595
1840.....	22	1,834	1880.....	799	35,297
1841.....	27	2,331	1881.....	824	35,630
1842.....	28	2,464	1882.....	826	35,639
1843.....	30	2,669	1883.....	855	37,546
1844.....	38	3,366	1884.....	893	38,618
1845.....	52	4,313	1885.....	930	39,828
1846.....	65	5,087	1886.....	972	39,779
1847.....	90	6,439	1887.....	994	41,199
1848.....	100	6,696	1888.....	1,119	46,521
1849.....	110	6,763	1889.....	1,187	48,850
1850.....	119	7,093	1890.....	1,244	50,599
1851.....	138	8,011	1891.....	1,301	52,543
1852.....	175	9,081	1892.....	1,382	54,406
1853.....	186	9,447	1893.....	1,464	57,048
1854.....	207	9,717	1894.....	1,557	59,808
1855.....	217	10,588	1895.....	1,614	61,271
1856.....	238	11,441	1896.....	1,719	63,087
1857.....	245	11,269	1897.....	1,794	64,602
1858.....	256	11,587	1898.....	1,827	65,170
1859.....	267	11,750	1899.....	1,802	65,289
1860.....	284	13,186	1900.....	1,676	64,720
1861.....	295	13,424	1901.....	1,647	64,918
1862.....	311	13,888	1902.....	1,679	66,399
1863.....	333	14,874	1903.....	1,689	67,368
1864.....	343	15,319	1904.....	1,692	68,093
1865.....	366	15,957	1905.....	1,635	67,964
1866.....	402	17,550	1906.....	1,657	69,446
1867.....	490	22,073	1907.....	1,636	68,723
1868.....	537	21,903			

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE E.—NUMBER OF PUPILS IN FIRST YEAR HIGH SCHOOL.

SCHOOLS.	BETWEEN THE AGES OF—														Totals.		Grand Totals.								
	12-13		13-14		14-15		15-16		16-17		17-18		18-19		19-20			20-21		21-22		22 and over			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
Balto. City College...	6	32	83	98	57	6																282	282		
Eastern High School.....	9	36	87	60	39	10	1															242	242		
Western High School.....	3	35	110	130	64	9	4															355	355		
Balto. Polytechnic Institute.....	1	14	74	84	75	13	6							2						1		270	270		
Col'd High and Training School.....	1	6	9	23	15	36	29	35	18	56	15	23	4		1	2	1					98	185	283	
Normal Dep't, Col'd High and Tr. School.....													4	1	7	1		1	2			3	13	16	
Teachers' Training School.....									3		7		28		18		4		1			2		63	63
Totals.....	7	13	52	80	166	220	197	226	161	141	37	82	21	50	5	25	4	6	2	3	1	2	653	858	1511

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE E—Continued.—NUMBER OF PUPILS IN SECOND YEAR HIGH SCHOOL.

SCHOOLS.	BETWEEN THE AGES OF—																								Totals.		Grand Totals.
	12-13		13-14		14-15		15-16		16-17		17-18		18-19		19-20		20-21		21-22		22 and over		Boys.	Girls.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.					
Balto. City College.....			4	21		69		74		28		6											202	202	202		
Eastern High School.....				6		45		81		54		20		2										208	208	210	
Western High School.....				1		23		64		81		36		5										210	210	210	
Balto. Polytechnic Institute.....			2		15		66		71		33		10		5								202		202	202	
Col'd High and Training School.....						3	3	6	8	15	5	31	6	26	3	10		2					25	93	118	118	
Normal Dep't, Col'd High and Tr. School.....																1	8	1	7	3	17		6	42	48	48	
Teachers' Training School.....												2	14	4	14		4		1		7		4	42	46	46	
Totals.....			6	7	36	71	138	151	153	150	66	89	22	47	12	24	1	14	1	8	3	24	439	595	1034	1034	

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE E—Continued.—NUMBER OF PUPILS IN THIRD YEAR HIGH SCHOOL.

SCHOOLS.	BETWEEN THE AGES OF—														Totals.		Grand Totals.							
	12-13		13-14		14-15		15-16		16-17		17-18		18-19		19-20			20-21		21-22		22 and over		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Balto. City College. . . . .				1		24		62		52		14		1								154	154	
Eastern High School. . . . .			2		13		33		40		26		6		1								121	121
Western High School. . . . .					2		32		78		79		21		2		1						215	215
Balto. Polytechnic Institute . . . . .						8		34		38		18		8		2				1		109	109	
Col'd High and Training School. . . . .						1	2	3	2	2		5	12	1	12	2	2	1				15	30	45
Normal Dep't, Col'd High and Tr. School																								
Teachers' Training School . . . . .																								
Totals. . . . .			2	1	15	33	67	99	120	92	105	37	39	10	15	4	3	1		1		278	366	644

SCHOOL COMMISSIONERS.

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE E—Continued.—NUMBER OF PUPILS IN FOURTH YEAR HIGH SCHOOL.

SCHOOLS.	BETWEEN THE AGES OF—												Totals.		Grand Totals.							
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22 and over											
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.								
Balto. City College...				6	17	38	28	12	1								102	102				
Eastern High School.		1	1	5	16	41	31	4	1								101	101				
Western High School.				3	16	68	70	15	1								173	173				
Balto. Polytechnic Institute					6	15	24	18	6						2		71	71				
Col'd High and Training School.				2			4	2	10	1	7	2	4	2	3	1	1	10	29	39		
Normal Dep't, Col'd High and Tr. School																						
Teachers' Training School																						
Totals.....		1	1	6	10	23	32	53	113	54	111	31	26	9	6	2	3	3	2	183	303	486

Note.—Three pupils in Fifth Year in Western High School.

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.  
TABLE E—Continued.—NUMBER OF PUPILS IN FIRST GRADE.

	BETWEEN THE AGES OF—																								Totals.		Grand Totals.			
	5-6		6-7		7-8		8-9		9-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17		Boys.	Girls.				
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
Group A.....	15	19	98	95	97	91	25	29	18	13	4	1	3	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	261	251	512		
“ B.....	55	36	110	109	101	74	49	45	18	19	11	12	4	5	11	3	5	2	.....	1	.....	.....	.....	.....	.....	364	306	670		
“ C.....	24	30	106	132	89	58	35	25	11	18	8	7	3	4	4	1	.....	.....	1	.....	.....	.....	.....	.....	.....	281	275	556		
“ D.....	26	40	158	203	147	158	63	62	33	34	14	14	7	8	5	7	4	3	2	.....	1	.....	.....	.....	.....	.....	460	529	989	
“ E.....	4	.....	177	169	92	83	37	25	17	10	9	5	5	2	1	1	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	342	297	639	
“ F.....	17	21	123	160	111	118	69	48	37	20	21	11	11	4	7	2	7	.....	2	1	.....	.....	.....	.....	.....	.....	405	385	790	
“ G.....	25	35	190	215	164	134	86	55	29	35	25	21	9	9	14	11	5	5	4	2	.....	.....	2	.....	.....	.....	551	524	1075	
“ H.....	42	37	89	83	82	73	41	34	21	19	9	16	4	5	2	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	290	269	559	
“ I.....	20	14	139	109	88	80	34	30	9	15	6	8	.....	2	1	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	298	259	557	
“ J.....	1	.....	149	137	163	155	83	64	30	17	6	1	1	2	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	435	378	813	
“ K.....	25	29	103	102	81	84	40	22	9	11	9	4	2	2	2	1	2	1	.....	.....	.....	.....	.....	.....	.....	.....	273	256	529	
“ L.....	16	27	20	29	26	21	34	16	7	8	4	4	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	107	107	214	
“ M.....	30	19	194	198	148	143	70	61	31	31	26	26	17	8	9	9	5	3	2	2	.....	1	1	1	.....	.....	533	502	1035	
“ N.....	3	4	119	137	153	145	72	72	32	35	23	17	5	7	8	5	3	1	3	2	1	.....	.....	.....	.....	.....	422	425	847	
“ O.....	25	26	114	89	71	60	29	34	8	8	1	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	249	220	469	
“ P.....	1	.....	132	125	114	85	27	33	10	8	8	4	.....	2	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	294	258	552	
“ Q.....	22	33	112	94	79	61	24	29	17	13	2	3	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	259	234	493	
“ R.....	14	18	99	91	43	53	22	19	7	6	1	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	186	189	375	
“ S.....	24	24	81	82	46	47	30	26	12	5	7	4	4	.....	4	.....	1	1	.....	.....	1	.....	.....	.....	.....	.....	210	189	399	
“ T.....	21	26	61	76	43	44	19	20	8	7	4	4	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	158	173	331	
“ U.....	1	1	111	76	72	52	27	22	3	7	2	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	218	159	377	
“ V.....	59	69	145	166	105	104	86	73	47	34	31	20	9	12	8	4	5	3	1	3	1	.....	.....	.....	.....	.....	497	488	985	
“ W.....	11	18	63	89	80	76	27	31	22	8	8	5	4	2	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	217	230	447	
Col'd Practice...	6	1	167	210	124	120	96	124	68	58	69	48	30	26	27	16	18	9	7	2	.....	.....	.....	.....	.....	.....	612	614	1226	
Parental.....	.....	.....	.....	.....	.....	.....	1	.....	2	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	4
Totals.....	487	527	2860	2970	2319	2119	1126	999	506	439	308	238	123	106	107	65	62	35	23	15	4	3	1	1	79	26	7517	7517	15,443	

SCHOOL COMMISSIONERS.

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.  
TABLE E—Continued.—NUMBER OF PUPILS IN SECOND GRADE.

	BETWEEN THE AGES OF—																								Totals.		Grand Totals.
	5-6		6-7		7-8		8-9		9-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17		Boys.	Girls.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group A.....			8	44	41	73	69	43	37	21	17	17	8	4	3	3	3	3	1			1			206	187	393
" B.....		6	4	51	63	67	71	56	47	23	28	12	9	10	14	7	1	3	2	2					237	239	476
" C.....		7	14	58	83	88	80	50	56	31	30	13	10	12	6	4	2	5							268	281	549
" D.....		7	20	36	88	61	90	69	78	35	45	23	24	15	17	10	6	5	3		1				261	372	633
" E.....		12	15	96	98	110	95	53	52	23	12	13	1	3	3	1									311	276	587
" F.....		3	10	43	60	72	75	57	50	45	41	27	20	25	15	15	4	11			3				301	275	576
" G.....		10	11	80	75	88	103	119	84	81	39	32	28	21	22	13	7	4	4	2					450	373	823
" H.....		6	8	50	49	64	61	40	39	33	17	17	5	8	5	4	4	3	2						225	190	415
" I.....		4	4	54	63	64	77	48	60	32	25	20	12	12	4	6	3	2	1	1	1				243	250	493
" J.....		2	4	51	75	110	123	83	92	60	42	20	22	17	11	6	3	2	4	1	1				352	377	729
" K.....		30	24	61	76	52	62	41	34	11	10	7	11	6	1	1	3	2	1	1	1				212	223	435
" L.....		4	3	17	23	21	19	20	14	8	7	5	2		1	1									76	69	145
" M.....		3	3	66	68	94	96	74	62	47	34	30	16	20	13	5	6	2	3						341	301	642
" N.....		2	5	52	65	72	100	81	92	55	50	21	25	26	17	14	4	8	5	6	1				337	364	701



TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.  
TABLE E—Continued.—NUMBER OF PUPILS IN THIRD GRADE.

	BETWEEN THE AGES OF—																								Totals.		Grand Totals.
	5-6		6-7		7-8		8-9		9-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17		Boys.	Girls.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.					
Group A.....					12	9	38	44	65	51	51	42	26	18	19	13	14	7	6	2	3				234	186	420
" B.....					4	6	36	34	55	43	43	38	31	23	24	16	8	5	8	2					209	167	376
" C.....					2	6	38	34	57	50	43	67	33	30	20	19	9	4	8	1	1	1			211	212	423
" D.....					3	3	23	48	53	81	46	88	35	36	29	27	13	16	6	12	1	1			209	312	521
" E.....					6	9	82	80	69	128	78	68	28	43	22	22	8	5	4						299	355	654
" F.....					7	1	23	36	53	58	64	71	44	56	39	44	13	16	8	6	3	1	1		255	289	544
" G.....					5	11	48	50	64	74	78	74	51	48	54	33	15	21	10	2	5	3			310	316	646
" H.....					1	5	21	28	41	56	37	60	38	28	26	12	6	6	7	9	1	1		1	178	206	384
" I.....					1	1	43	37	61	63	64	63	28	32	20	19	12	5	4		1				234	220	454
" J.....						3	36	47	95	88	84	100	42	55	33	33	19	8	5	1	2				316	335	651
" K.....					5	1	45	57	69	59	66	56	35	33	12	10	8	11	7	2	1	2			248	231	479
" L.....					2	4	16	11	27	22	14	15	4	5	8	5	4	3		1	1				76	66	142
" M.....					5	6	40	49	80	68	68	87	48	51	47	34	14	15	11	6	3	1			316	317	633
" N.....					5	30	36	60	52	74	80	42	42	51	42	42	17	22	12	3	3		1		281	291	572

Group O.....	2	6	32	30	61	65	47	52	26	32	26	20	14	5	9	1	2	.....	.....	.....	219	211	430
" P.....	1	2	40	38	71	82	74	76	36	26	17	12	13	10	4	1	.....	.....	.....	256	247	503	
" Q.....	5	5	57	70	70	68	41	34	22	20	12	11	9	3	.....	.....	.....	.....	.....	216	211	427	
" R.....	5	.....	40	52	67	43	40	37	22	20	13	10	3	7	3	.....	.....	.....	.....	193	169	362	
" S.....	3	4	21	24	52	41	42	45	24	23	26	17	6	5	3	1	1	.....	.....	178	160	338	
" T.....	3	3	10	22	39	34	37	37	15	19	9	8	7	6	1	.....	2	.....	.....	123	129	252	
" U.....	1	5	48	46	68	58	32	22	25	10	9	12	3	2	1	3	.....	.....	.....	187	158	345	
" V.....	1	.....	7	14	29	41	73	64	63	58	45	36	40	29	24	26	19	11	2	5	303	284	587
" W.....	1	3	19	36	36	63	29	43	23	23	25	5	6	5	8	3	.....	.....	.....	147	181	328	
Colored Practice Parental.....	2	4	11	22	30	42	58	79	48	66	41	71	36	39	36	24	14	5	.....	.....	276	352	628
Totals.....	79	102	804	945	1372	1430	1285	1398	792	806	620	531	297	255	185	106	63	26	4	6	5501	5605	11,106

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.  
TABLE E—Continued.—NUMBER OF PUPILS IN FOURTH GRADE.

Group	BETWEEN THE AGES OF—																Totals.		Grand Totals.										
	6-7		7-8		8-9		9-10		10-11		11-12		12-13		13-14		14-15			15-16		16-17							
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.	Boys.	Girls.						
A.....	.....	.....	.....	.....	3	3	28	36	49	52	39	38	29	18	18	7	4	3	.....	.....	.....	.....	170	157	327				
" B.....	.....	.....	.....	.....	2	9	20	29	45	42	33	20	22	23	21	12	9	4	2	.....	.....	.....	.....	154	139	293			
" C.....	.....	.....	.....	.....	3	2	25	42	41	39	40	45	37	36	18	14	11	3	.....	.....	.....	.....	175	182	357				
" D.....	.....	.....	.....	.....	.....	2	13	23	26	57	41	54	27	56	16	21	8	8	2	.....	.....	.....	.....	133	221	354			
" E.....	.....	.....	.....	.....	8	4	51	47	91	76	57	53	38	33	24	13	7	1	3	1	.....	.....	.....	.....	279	228	507		
" F.....	.....	.....	1	.....	2	3	8	23	38	33	38	45	55	35	20	19	11	4	6	.....	.....	.....	.....	180	162	342			
" G.....	.....	.....	.....	.....	4	6	27	40	79	47	61	55	46	49	37	21	13	9	4	2	.....	.....	.....	.....	271	230	501		
" H.....	.....	.....	.....	.....	2	4	27	28	32	44	33	42	21	34	16	26	7	9	4	3	.....	.....	.....	.....	142	190	332		
" I.....	.....	.....	.....	.....	3	3	27	28	52	48	63	57	62	34	22	15	10	5	1	.....	.....	.....	.....	240	191	431			
" J.....	.....	.....	.....	.....	5	5	33	37	76	92	69	70	48	65	26	18	12	14	.....	.....	.....	.....	.....	.....	270	301	572		
" K.....	.....	.....	.....	.....	4	8	38	50	83	60	40	40	31	26	25	16	4	3	4	.....	.....	.....	.....	.....	.....	229	203	432	
" L.....	.....	.....	.....	.....	.....	2	4	7	15	27	13	8	13	10	4	2	1	.....	.....	.....	.....	.....	.....	.....	.....	50	56	106	
" M.....	.....	.....	1	.....	1	3	26	28	61	63	61	57	56	43	31	25	10	9	1	2	1	1	.....	.....	.....	.....	249	231	480
" N.....	.....	.....	.....	.....	1	3	20	38	53	47	44	56	45	48	34	21	18	13	3	3	.....	.....	.....	.....	.....	.....	218	229	447

Group	O	.....	.....	.....	.....	5	9	17	29	44	52	45	47	25	23	14	6	9	2	1	.....	1	.....	161	168	329		
"	P	.....	.....	.....	.....	1	1	30	26	39	60	55	48	36	34	15	9	6	3	2	1	.....	.....	184	182	366		
"	Q	.....	.....	.....	.....	4	7	39	40	38	59	29	41	16	18	6	11	5	6	2	3	.....	.....	139	185	324		
"	R	.....	.....	.....	.....	4	4	36	41	43	54	37	42	24	33	11	9	5	3	1	1	.....	.....	161	187	348		
"	S	.....	.....	.....	I	3	2	14	18	39	33	36	31	27	18	16	15	7	3	1	.....	.....	.....	144	120	264		
"	T	.....	.....	.....	.....	3	2	18	20	26	29	25	40	29	20	17	20	3	7	3	5	1	1	125	144	269		
"	U	.....	.....	.....	.....	5	10	53	68	52	69	34	43	21	24	14	20	4	3	1	.....	.....	.....	184	237	421		
"	V	.....	.....	.....	I	5	8	39	57	62	81	56	68	39	55	21	43	11	26	9	9	3	1	246	349	595		
"	W	.....	.....	.....	.....	3	4	23	33	36	45	31	42	29	17	16	7	4	3	1	.....	.....	.....	143	151	294		
Colored Practice		.....	.....	.....	.....	.....	3	10	18	16	42	33	32	43	72	48	72	21	33	12	13	16	6	199	291	490		
Parental		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	3	
Totals		.....	.....	.....	.....	4	1	71	107	626	806	1136	1251	1013	1074	822	824	490	442	200	174	63	45	24	11	4449	4735	9184

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE E—Continued.—NUMBER OF PUPILS IN FIFTH GRADE.

Group	BETWEEN THE AGES OF—																		Totals.		Grand Totals.						
	7-8		8-9		9-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17			17-18		18-19		Boys.	Girls.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.				
A.....	1	1	20	26	32	49	34	32	21	20	6	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	116	130	246
B.....	4	3	27	26	36	37	28	35	15	17	11	6	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	122	125	247
C.....	2	1	14	13	33	41	24	46	24	17	12	4	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	111	123	234
D.....	.....	4	11	20	24	30	31	26	9	17	10	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	87	96	185
E.....	5	3	29	48	56	64	44	52	24	30	7	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	165	204	369
F.....	5	1	9	19	16	37	28	55	22	41	31	32	18	8	3	3	1	2	.....	.....	.....	.....	.....	.....	133	200	333
G.....	2	5	26	19	38	29	41	39	25	16	9	6	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	142	117	259
H.....	1	7	11	12	26	36	23	28	24	25	7	12	3	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	97	122	219
I.....	1	4	17	25	38	48	35	58	37	33	21	12	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150	183	333
J.....	3	4	13	35	49	38	64	67	43	48	19	15	3	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	194	208	402
K.....	4	17	37	38	42	54	45	38	27	11	12	9	5	6	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	174	173	347
L.....	.....	3	2	3	7	13	4	7	8	4	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	31	24	55
M.....	3	10	25	28	47	41	52	49	31	22	20	15	9	7	.....	4	1	.....	.....	.....	.....	.....	.....	.....	188	176	364
N.....	4	10	16	35	37	44	36	42	40	24	13	4	3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	161	150	311



## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE E—Continued.—NUMBER OF PUPILS IN SIXTH GRADE.

Group	BETWEEN THE AGES OF—																						Totals.		Grand Totals.		
	6-7		7-8		8-9		9-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17		17-18			Boys.	Girls.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.
A.....	.....	.....	.....	.....	.....	.....	.....	3	1	12	16	34	24	25	21	7	11	3	1	.....	.....	.....	.....	84	74	158	
" B.....	.....	.....	.....	.....	.....	.....	.....	2	5	20	18	21	40	33	20	8	5	2	.....	.....	.....	.....	86	88	174		
" C.....	.....	.....	.....	.....	.....	.....	.....	.....	2	3	5	12	22	16	26	13	18	5	1	I	.....	I	.....	51	74	125	
" D.....	.....	.....	.....	.....	.....	I	.....	2	2	12	21	27	24	25	23	7	6	.....	5	I	.....	.....	.....	74	82	156	
" E.....	.....	.....	.....	.....	.....	.....	.....	7	11	21	34	56	34	43	34	22	13	3	3	.....	I	.....	I	152	131	283	
" F.....	.....	.....	.....	.....	I	.....	.....	3	1	10	11	24	35	22	31	21	17	9	6	I	13	.....	.....	91	114	205	
" G.....	.....	.....	.....	.....	.....	.....	.....	2	2	9	13	32	24	13	12	9	5	3	.....	.....	.....	.....	68	56	124		
" H.....	.....	.....	.....	.....	I	.....	.....	4	4	19	18	21	26	24	32	12	20	4	4	.....	3	I	.....	86	107	193	
" I.....	.....	.....	.....	.....	.....	.....	.....	3	2	18	26	27	42	39	49	40	26	10	10	3	1	.....	.....	140	156	296	
" J.....	.....	.....	.....	.....	.....	.....	.....	.....	2	12	14	28	38	38	54	17	20	4	9	.....	.....	.....	.....	99	137	236	
" K.....	.....	.....	.....	.....	.....	.....	.....	1	5	19	23	53	44	32	34	23	25	12	13	1	.....	.....	.....	141	144	285	
" L.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	2	4	2	5	3	1	3	.....	.....	.....	.....	.....	.....	14	10	24	
" M.....	.....	.....	.....	.....	.....	.....	.....	1	3	19	19	40	23	35	41	30	29	5	4	2	1	.....	.....	132	120	252	
" N.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	17	8	20	23	26	15	16	9	9	7	2	.....	.....	66	90	156	

Group	O	1	21	29	32	36	29	28	21	14	10	7	2	113	117	230						
"	P	1	14	22	27	28	18	29	13	8	2	5	1	75	95	170						
"	Q	3	6	36	33	33	34	29	34	24	27	7	6	134	141	275						
"	R	1	8	21	23	34	40	25	30	18	10	2	9	104	121	225						
"	S	2	2	11	18	24	43	25	23	14	19	4	5	82	112	194						
"	T	3	3	20	18	19	25	20	24	20	12	3	3	87	86	173						
"	U	8	4	43	41	48	64	57	61	42	35	16	10	216	217	433						
"	V	1	7	20	15	28	40	37	50	25	43	15	25	131	186	317						
"	W	2	3	7	13	12	30	17	14	13	6	6	3	58	70	128						
Col. Practice.		2			3	8	6	11	26	12	29	12	21	47	97	144						
Parental																						
Totals		6	2	50	75	375	452	652	744	641	725	427	417	146	159	30	46	4	5	2331	2625	4956

SCHOOL COMMISSIONERS.

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE E—Continued.—NUMBER OF PUPILS IN SEVENTH GRADE.

Group	BETWEEN THE AGES OF—																		Totals.		Grand Totals.						
	7-8		8-9		9-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17			17-18		18-19		Boys.	Girls.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		Boys.	Girls.				
A.....									2	3	14	9	16	10	15	14	7	5	.....	1	1	.....	.....	55	42	97	
B.....									3	3	13	10	19	15	7	12	4	7	1	.....	.....	.....	.....	44	47	91	
C.....									1	2	7	13	6	19	9	11	1	2	2	.....	.....	.....	.....	26	49	75	
D.....									.....	.....	8	12	7	16	6	5	.....	1	.....	.....	.....	.....	.....	21	34	55	
E.....									5	2	19	32	35	15	26	26	17	10	2	3	.....	.....	.....	104	88	192	
F.....									1	3	7	16	8	17	17	19	13	13	2	7	.....	3	.....	48	78	126	
G.....									.....	1	7	13	18	36	14	9	3	4	.....	.....	.....	.....	.....	42	63	105	
H.....									5	4	28	21	31	33	23	26	14	24	5	1	1	.....	2	1	99	110	209
I.....									2	5	16	26	31	39	27	30	22	12	4	6	.....	.....	.....	102	118	220	
J.....									1	.....	9	5	21	29	20	22	10	5	1	1	.....	1	.....	61	64	125	
K.....									1	7	13	23	40	53	68	32	27	13	16	4	5	1	.....	133	170	303	
L.....									.....	.....	.....	4	2	4	3	5	.....	.....	.....	.....	.....	.....	.....	13	5	18	
M.....									2	2	7	19	23	25	26	19	19	5	3	3	2	.....	.....	82	73	155	
N.....									.....	.....	3	4	10	15	8	12	8	5	2	.....	2	1	.....	33	37	70	

Group	O	.....	.....	.....	.....	.....	I	.....	4	6	12	15	17	23	10	19	10	3	3	.....	.....	.....	.....	.....	57	66	123				
"	P	.....	.....	.....	.....	.....	.....	.....	1	.....	11	9	18	17	11	14	3	6	2	I	.....	I	.....	.....	.....	46	48	94			
"	Q	.....	.....	.....	.....	.....	.....	.....	2	3	13	7	26	26	21	28	14	12	3	I	.....	.....	.....	.....	.....	79	77	156			
"	R	.....	.....	.....	.....	.....	.....	.....	2	.....	15	17	18	19	17	17	7	4	I	I	.....	.....	.....	.....	.....	60	58	118			
"	S	.....	.....	.....	.....	.....	.....	.....	1	4	23	30	28	39	40	23	16	12	3	2	.....	I	.....	.....	.....	111	111	222			
"	T	.....	.....	.....	.....	.....	.....	.....	1	3	10	9	15	25	25	21	13	6	3	2	I	.....	.....	.....	.....	.....	68	66	134		
"	U	.....	.....	.....	.....	.....	I	.....	9	10	28	39	39	48	38	36	16	25	2	2	.....	I	.....	.....	.....	.....	133	161	294		
"	V	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	22	32	45	17	38	14	23	9	11	2	4	.....	.....	.....	.....	.....	89	143	232	
"	W	.....	.....	.....	.....	.....	.....	.....	2	I	6	6	10	16	4	13	4	4	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	28	40	68
Col. Practice.	.....	.....	.....	.....	.....	.....	.....	.....	1	I	.....	6	2	24	10	34	5	51	7	24	4	4	.....	.....	.....	.....	.....	.....	29	144	173
Parental.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	.....	.....	.....	.....	.....	.....	2	2	48	66	294	380	477	621	427	478	238	255	61	73	14	16	2	1	1563	1892	3455				

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE E—Continued.—NUMBER OF PUPILS IN EIGHTH GRADE.

Group	BETWEEN THE AGES OF—																				Totals.		Grand Totals.				
	7-8		8 9		9-10		10-11		11-12		12-13		13-14		14-15		15-16		16-17		17-18			18-19		Boys.	Girls.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.					
A	1	2	7	8	12	10	8	8	1	1	10	8	9	11	3	8	1	2	4	1	28	29	57				
B	1	1	10	8	1	1	10	8	9	11	3	8	1	2	4	1	28	31	59	28	31	59					
C	1	1	4	3	1	1	4	3	7	7	7	7	3	8	5	3	27	18	45	18	22	40					
D	4	4	20	19	4	4	20	19	31	21	17	14	4	2	76	60	136	76	60	136	76	60	136				
E	1	2	5	9	1	1	5	9	8	13	5	11	7	7	2	2	28	45	73	28	45	73					
F	2	1	6	6	2	1	6	6	8	15	5	4	19	28	19	28	47	19	28	47	19	28	47				
G	2	10	14	20	2	10	14	20	31	32	20	22	7	10	2	78	95	173	78	95	173						
H	2	10	19	24	2	10	19	24	25	12	19	12	8	1	61	71	132	61	71	132							
I	1	12	5	9	1	12	5	9	12	10	2	3	7	1	35	27	62	35	27	62							
J	3	5	19	28	3	5	19	28	35	45	28	32	7	9	2	99	120	219	99	120	219						
K	1	4	3	3	1	4	3	3	4	3	3	4	1	9	7	16	9	7	16	9	7	16					
L	2	6	14	9	2	6	14	9	23	9	8	4	5	2	30	52	82	30	52	82							
M	2	3	3	1	2	3	3	1	3	1	3	2	7	11	18	7	11	18	7	11	18						
N	2	3	3	1	2	3	3	1	3	1	3	2	7	11	18	7	11	18	7	11	18						







## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE F.

STATEMENT SHOWING NUMBER OF PUPILS IN EACH YEAR.

SECONDARY SCHOOLS.	Fifth Year.		Fourth Year.		Third Year.		Second Year.		First Year.		Totals.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Baltimore City College.....	.....	.....	102	.....	154	.....	202	.....	282	.....	740	.....	740
Eastern High School.....	.....	.....	.....	101	.....	121	.....	208	.....	242	.....	672	672
Western High School.....	.....	3	.....	173	.....	215	.....	210	.....	355	.....	956	956
Baltimore Polytechnic Institute.....	.....	.....	71	.....	109	.....	202	.....	270	.....	652	.....	652
Colored High and Training School.....	.....	.....	10	29	15	30	25	93	98	185	148	337	485
Normal Department, Colored High and Training Sch	.....	.....	.....	.....	.....	.....	6	42	3	13	9	55	64
Teachers' Training School.....	.....	.....	.....	.....	.....	.....	4	42	.....	63	4	105	109
Totals.....	.....	3	183	303	278	366	439	593	653	858	1553	2123	3678

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE F—Continued.

ELEMENTARY SCHOOLS.	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		Grand Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
Group A—School No. 3...	137	117	86	86	91	87	15	28	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	334	318	652
“ “ 24...	97	117	80	75	98	65	24	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	299	276	575
“ “ 38...	27	17	40	26	45	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	112	77	189
“ “ 47...	.....	.....	.....	.....	.....	.....	131	110	111	130	84	74	55	42	28	29	.....	.....	409	385	794
	261	251	206	187	234	186	170	157	116	130	84	74	55	42	28	29	.....	.....	1154	1056	2210
Group B—School No. 6...	89	79	87	62	60	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	236	185	421
“ “ 23...	115	102	81	96	77	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	273	266	539
“ “ 25...	160	125	69	81	72	55	13	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	314	290	604
“ “ 42...	.....	.....	.....	.....	.....	.....	141	110	122	125	86	88	44	47	28	31	.....	.....	421	401	822
	364	306	237	239	209	167	154	139	122	125	86	88	44	47	28	31	.....	.....	1244	1142	2386
Group C—School No. 28...	41	47	70	67	46	42	40	43	17	19	.....	.....	.....	.....	.....	.....	.....	.....	214	218	432
“ “ 33...	70	74	67	62	52	51	45	41	35	41	.....	.....	.....	.....	.....	.....	.....	.....	269	269	538
“ “ 35...	66	53	75	65	45	37	40	46	22	22	.....	.....	.....	.....	.....	.....	.....	.....	248	223	471
“ “ 84...	104	101	56	87	68	82	50	52	37	41	51	74	26	49	27	18	.....	.....	419	504	923
	281	275	268	281	211	212	175	182	111	123	51	74	26	49	27	18	.....	.....	1150	1214	2364

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE F—Continued.

ELEMENTARY SCHOOLS.	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group D—School No. 2...	95	88	60	67	57	69	35	48	.....	.....	.....	.....	.....	.....	.....	.....	247	272	519
“ “ 8...	114	137	90	90	67	74	48	51	21	25	.....	.....	.....	.....	.....	.....	340	377	717
“ “ 93...	190	238	62	164	63	135	32	100	66	73	74	82	21	34	18	22	526	848	1374
“ “ 108...	61	66	49	51	22	34	18	22	.....	.....	.....	.....	.....	.....	.....	.....	150	173	323
	460	529	261	372	209	312	133	221	87	98	74	82	21	34	18	22	1263	1670	2933
Group E—School No. 13...	76	69	82	62	82	79	25	23	13	25	.....	.....	.....	.....	.....	.....	278	258	536
“ “ 27...	107	93	96	79	71	87	2	.....	2	.....	2	.....	2	.....	.....	.....	282	259	541
“ “ 77...	.....	.....	.....	.....	.....	.....	114	98	83	93	84	74	57	61	45	34	383	360	743
“ “ 83...	122	92	107	101	109	149	104	86	46	61	66	57	45	27	31	26	630	599	1229
“ “ 97...	37	43	26	34	37	40	34	21	21	25	.....	.....	.....	.....	.....	.....	155	163	318
	342	297	311	276	299	355	279	228	165	204	152	131	104	88	77	60	1728	1639	3367
Group F—School No. 5...	162	154	137	108	118	87	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	417	349	766
“ “ 26...	70	58	51	63	66	71	21	14	.....	.....	.....	.....	.....	.....	.....	.....	208	206	414
“ “ 71...	1	.....	7	.....	2	.....	116	99	64	92	74	72	27	29	17	31	308	323	631
“ “ 101...	172	173	106	104	69	131	43	49	69	108	17	42	21	49	11	14	508	670	1178
	405	385	301	275	255	289	180	162	133	200	91	114	48	78	28	45	1441	1548	2989

Group G—School No.	7...	132	101	85	87	46	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	263	237	500
"	"	40...	126	109	136	69	54	24	92	30	59	32	.....	.....	.....	.....	.....	.....	.....	467	264	731
"	"	43...	192	199	135	142	84	85	44	65	15	26	18	23	19	36	11	14	518	590	1108	
"	"	73...	.....	.....	.....	84	87	91	104	68	59	50	33	23	27	8	14	.....	324	324	648	
"	"	105...	101	115	94	75	62	71	44	31	.....	.....	.....	.....	.....	.....	.....	.....	301	292	593	
			551	524	450	373	330	316	271	230	142	117	68	56	42	63	19	28	1873	1707	3580	
Group H—School No.	16...	114	109	80	53	54	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	248	222	470
"	"	32...	58	55	62	51	48	72	18	28	15	28	20	20	.....	.....	.....	.....	.....	221	254	475
"	"	45...	.....	.....	.....	.....	.....	76	86	53	54	35	51	43	40	27	32	.....	.....	234	263	497
"	"	49...	14	9	14	4	15	7	14	11	11	7	11	8	40	46	39	47	158	139	297	
"	"	113...	104	96	69	82	61	67	34	65	18	33	20	28	16	24	12	16	334	411	745	
			290	269	225	190	178	206	142	190	97	122	86	107	99	110	78	95	1195	1289	2484	
Group I—School No.	20...	230	196	192	200	164	157	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	586	553	1139
"	"	74...	68	63	51	50	70	63	77	76	51	64	48	40	38	50	27	22	.....	430	428	858
"	"	80...	.....	.....	.....	.....	.....	.....	163	115	99	119	92	116	64	68	34	49	.....	452	467	919
			298	259	243	250	234	220	240	191	150	183	140	156	102	118	61	71	1468	1448	2916	
Group J—School No.	37...	121	105	94	95	60	67	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	275	267	542
"	"	85...	74	67	64	70	84	76	93	95	70	188	39	44	18	16	.....	.....	.....	443	456	899
"	"	94...	92	81	72	73	75	82	90	112	74	70	32	49	23	19	18	13	.....	476	499	975
"	"	99...	148	125	122	139	97	110	87	95	49	50	28	44	20	29	17	14	.....	568	606	1174
			435	378	352	377	316	335	270	302	194	208	99	137	61	64	35	27	1762	1828	3590	

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE F—Continued.

ELEMENTARY SCHOOLS.	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group K—School No. 50...	45	23	20	25	29	24	29	24	19	18	.....	.....	.....	.....	.....	.....	142	114	256
“ “ 51...	59	60	75	64	90	69	59	55	49	55	41	49	24	44	25	17	422	413	835
“ “ 52...	.....	.....	.....	.....	.....	.....	.....	.....	31	.....	27	.....	44	51	32	29	134	80	214
“ “ 53...	31	152	.....	84	.....	101	.....	84	.....	85	.....	68	.....	38	.....	39	31	651	682
“ “ 54...	115	.....	97	27	111	18	126	20	71	8	66	16	63	34	38	29	687	152	839
“ “ 115...	23	21	20	23	18	19	15	20	4	7	7	11	2	3	4	6	93	110	203
	273	256	212	223	248	231	229	203	174	173	141	144	133	170	99	120	1509	1520	3029
Group L—School No. 76...	107	107	76	69	76	66	50	56	31	24	14	10	13	5	9	7	376	344	720
Group M—School No. 4...	130	115	72	73	60	69	14	29	.....	.....	.....	.....	.....	.....	.....	.....	276	286	562
“ “ 29...	74	61	44	51	39	44	20	16	.....	.....	.....	.....	.....	.....	.....	.....	177	172	349
“ “ 44...	3	.....	3	.....	6	.....	53	39	65	70	64	35	34	15	10	11	238	170	408
“ “ 70...	88	99	70	54	115	94	71	59	43	38	29	45	18	26	7	19	441	434	875
“ “ 92...	93	69	72	50	44	42	48	56	58	41	29	25	20	16	5	13	369	315	684
“ “ 106...	146	158	80	73	52	68	43	32	22	24	16	15	10	16	7	9	370	395	765
	534	502	341	301	316	317	249	231	188	176	132	120	82	73	29	52	1871	1772	3643



TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE F—Continued.

ELEMENTARY SCHOOLS.	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		Grand Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
Group R—School No. 15...	78	91	76	54	109	102	22	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	285	267	552
“ “ 31...	67	70	34	50	37	36	41	45	22	21	.....	.....	.....	.....	.....	.....	.....	201	222	423
“ “ 39...	41	28	47	55	44	31	44	39	34	37	.....	.....	.....	.....	.....	.....	.....	210	190	400
“ “ 75...	.....	.....	3	.....	3	.....	54	83	84	107	104	121	60	58	46	58	.....	354	427	781
	186	189	160	159	193	169	161	187	140	165	104	121	60	58	46	58	1050	1106	2156	
Group S—School No. 1...	49	.....	97	.....	100	.....	85	.....	54	.....	43	.....	80	54	33	9	541	63	604	
“ “ 9...	96	140	.....	92	.....	79	.....	58	.....	43	.....	63	.....	31	.....	21	96	527	623	
“ “ 82...	3	.....	2	.....	40	29	26	10	6	12	15	12	10	9	2	5	104	77	181	
“ “ 95...	62	49	78	60	38	52	33	52	43	52	24	37	21	17	18	12	317	331	648	
	210	189	177	152	178	160	144	120	103	107	82	112	111	111	53	47	1058	998	2056	
Group T—School No. 21...	65	70	43	48	66	65	31	52	23	15	11	22	.....	.....	.....	.....	239	272	511	
“ “ 46...	2	.....	.....	.....	2	.....	50	42	25	23	35	39	33	33	12	22	159	159	318	
“ “ 79...	39	36	34	15	28	24	33	35	35	25	41	25	35	33	27	39	272	232	504	
“ “ 91...	52	67	41	43	27	40	11	15	.....	.....	.....	.....	.....	.....	.....	.....	131	165	296	
	158	173	118	106	123	129	125	144	83	63	87	86	68	66	39	61	801	828	1629	

Group U—School No. 14...	51	40	50	32	41	32	33	50	37	44	51	61	.....	.....	.....	.....	263	259	522
“ “ 60...	98	70	78	76	95	81	60	65	28	38	54	68	24	26	17	22	454	446	900
“ “ 61...	46	25	40	44	49	45	45	60	51	45	45	33	84	90	35	57	395	399	794
“ “ 81...	23	24	23	20	2	.....	46	62	64	57	66	55	25	45	24	37	273	300	573
	218	159	191	172	187	158	184	237	180	184	216	217	133	161	76	116	1385	1404	2789
Group V—School No. 59...	10	12	17	12	7	11	12	10	9	11	14	10	5	6	.....	.....	74	72	146
“ “ 62...	87	88	85	69	82	63	76	82	48	60	55	67	50	64	35	55	518	548	1066
“ “ 64...	20	28	23	24	16	19	28	36	14	28	16	21	11	15	8	10	136	181	317
“ “ 112...	262	349	87	238	34	188	31	216	20	114	7	87	23	58	25	47	489	1297	1786
“ “ 118...	118	11	85	9	164	3	99	5	56	3	39	1	.....	.....	.....	.....	561	32	593
	497	488	297	352	303	284	246	349	147	216	131	186	89	143	68	112	1778	2130	3908
Group W—School No. 55...	121	137	90	81	74	94	99	90	56	55	52	65	25	36	26	24	543	582	1125
“ “ 56...	47	37	27	21	20	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	94	90	184
“ “ 57...	19	25	21	38	21	22	18	18	16	17	.....	.....	.....	.....	.....	.....	95	120	215
“ “ 58...	30	31	37	23	32	33	26	43	21	21	6	5	3	4	3	4	158	164	322
	217	230	175	163	147	181	143	151	93	93	58	70	28	40	29	28	890	956	1816
Colored Practice Group:																			
School No. 100.....	130	137	106	124	59	91	41	65	.....	.....	.....	.....	.....	.....	.....	.....	336	417	753
“ 107.....	339	344	228	205	132	167	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	699	716	1415
“ 110.....	143	133	112	129	85	94	64	84	50	87	26	31	14	55	11	36	505	649	1154
“ 116.....	.....	.....	.....	.....	.....	.....	94	142	76	151	21	66	15	89	16	24	222	472	694
	612	614	446	458	276	352	199	291	126	238	47	97	29	144	27	60	1762	2254	4016
Parental School .....	4	.....	5	.....	7	.....	3	.....	3	.....	.....	.....	.....	.....	.....	.....	22	.....	22
Totals .....	7926	7517	6055	5947	5501	5605	4449	4735	3200	3479	2331	2625	1563	1892	993	1227	32018	33027	65045
Grand Totals.....	15443		12002		11106		9184		6679		4956		3455		2220		65045		.....

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE F—*Concluded.*—RECAPITULATION.

	Boys.	Girls.	Totals.
Number in fifth year in the High Schools.....		3	3
“ fourth “ “ “ ..	183	303	486
“ third “ “ “ ..	278	366	644
“ second “ “ “ ..	429	511	940
“ first “ “ “ ..	650	782	1,432
“ Training Dept., (White).....	4	105	109
“ “ (Colored).....	9	55	64
Totals .....	1,553	2,125	3,678
Number in Grammar Schools, eighth grade	993	1,227	2,220
“ “ seventh “	1,563	1,892	3,455
“ “ sixth “	2,331	2,625	4,956
“ “ fifth “	3,200	3,479	6,679
“ “ fourth “	4,449	4,735	9,184
Totals .....	12,536	13,958	26,494
Number in Primary Schools, third grade..	5,501	5,605	11,106
“ “ second “ ..	6,055	5,947	12,002
“ “ first “ ..	7,926	7,517	15,443
Totals .....	19,482	19,069	38,551
Number in Secondary Schools.....	1,553	2,125	3,678
“ Grammar grades.....	12,536	13,958	26,494
“ Primary grades.....	19,482	19,069	38,551
Totals .....	33,571	35,152	68,723

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE G.

Group	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
A.....	261	251	206	187	234	186	170	157	116	130	84	74	55	42	28	29	1154	1056	2210
" B.....	364	306	237	239	209	167	154	139	122	125	86	88	44	47	28	31	1244	1142	2386
" C.....	281	275	268	281	211	212	175	182	111	123	51	74	26	49	27	18	1150	1214	2364
" D.....	460	529	261	372	209	312	133	221	87	98	74	82	21	34	18	22	1263	1670	2933
" E.....	342	297	311	276	299	355	279	228	165	204	152	131	104	88	77	60	1728	1639	3367
" F.....	405	385	301	275	255	284	180	162	133	200	91	114	48	78	28	45	1441	1548	2989
" G.....	551	524	450	373	330	316	271	230	142	117	68	56	42	63	19	28	1873	1707	3580
" H.....	290	269	225	190	178	206	142	190	97	122	86	107	99	110	78	95	1195	1289	2484
" I.....	298	259	243	250	234	220	240	191	150	183	140	156	102	118	61	71	1468	1448	2916
" J.....	435	378	352	377	316	335	270	302	194	208	99	137	61	64	35	27	1762	1828	3590
" K.....	273	256	212	223	248	231	221	203	174	173	141	144	133	170	99	120	1509	1520	3029
" L.....	107	107	76	69	76	66	50	56	31	24	14	10	13	5	9	7	376	344	720
" M.....	534	502	341	301	316	317	249	231	188	176	132	120	82	73	29	52	1871	1772	3643
" N.....	422	425	337	364	281	291	218	229	161	150	66	90	33	37	7	11	1525	1597	3122
" O.....	249	220	200	178	219	211	161	168	120	124	113	117	57	66	40	44	1159	1128	2287

SCHOOL COMMISSIONERS.

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE G—Concluded.

	First Grade.		Second Grade.		Third Grade.		Fourth Grade.		Fifth Grade.		Sixth Grade.		Seventh Grade.		Eighth Grade.		Totals.		Grand Totals.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Group P .....	294	258	271	250	256	247	184	182	182	110	75	95	46	48	18	24	1326	1214	2540
“ Q .....	259	234	195	180	216	211	139	185	152	146	134	141	79	77	54	61	1228	1235	2463
“ R .....	186	189	160	159	193	169	161	187	140	165	104	121	60	58	46	58	1050	1106	2156
“ S .....	210	189	177	152	178	160	144	120	103	107	82	112	111	111	53	47	1058	998	2056
“ T .....	158	173	118	106	123	129	125	144	83	63	87	86	68	66	39	61	801	828	1629
“ U .....	218	159	191	172	187	158	184	237	180	184	216	217	133	161	76	116	1385	1404	2789
“ V .....	497	488	297	352	303	284	246	349	147	216	131	186	89	143	68	112	1778	2130	3908
“ W .....	217	230	175	163	147	181	143	151	93	93	58	70	28	40	29	28	890	956	1846
Colored Practice.....	612	614	446	458	276	352	199	291	126	238	47	97	29	144	27	60	1762	2254	4016
Parental School.....	4	.....	5	.....	7	.....	3	.....	3	.....	.....	.....	.....	.....	.....	.....	22	.....	22
Totals .....	7926	7517	6055	5947	5501	5605	4449	4735	3200	3479	2331	2625	1563	1892	993	1227	33027	32018	65045
Grand Totals....	15,443		12,002		11,106		9,184		6,679		4,956		3,455		2,220		65,045		.....

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE H.

TIME OCCUPIED IN ACCOMPLISHING GRADE WORK.

Group	No. Pupils in 4 months.	No Pupils in 5 months.	No. Pupils in 6 months.	No. Pupils in 7 months.	No. Pupils in 8 months.	No. Pupils in 9 months.	No. Pupils in 10 months.	No. Pupils in 11 months.	No. Pupils in 12 months.	No. Pupils in 13 months.	No. Pupils in 14 months.	No. Pupils in 15 months.	No. Pupils in more than 15 months.	Totals.	No. Pupils in less than 10 months.	No. Pupils in 10 months.	No. Pupils in more than 10 months.
A.....	2	10	12	5	7	9	1,005	32	27	29	18	316	193	1,665	45	1,005	615
" B.....	32	37	28	12	22	36	1,207	.....	1	2	2	43	305	1,727	167	1,207	353
" C.....	.....	.....	.....	19	49	.....	1,434	.....	.....	108	.....	211	466	2,287	68	1,434	785
" D.....	18	10	85	.....	5	.....	1,539	.....	2	.....	2	3	264	1,928	118	1,539	271
" E.....	4	20	3	20	52	10	1,713	.....	3	.....	.....	34	548	2,407	108	1,713	585
" F.....	9	24	46	6	7	9	898	11	3	6	5	310	379	1,713	101	898	714
" G.....	11	47	28	5	10	22	1,361	.....	.....	1	.....	81	358	1,927	127	1,361	440
" H.....	13	19	32	2	5	16	1,132	.....	.....	.....	.....	47	248	1,515	87	1,132	311
" I.....	13	75	7	5	15	4	1,443	.....	12	3	.....	386	235	2,193	120	1,437	636
" J.....	5	48	17	1	2	18	1,349	.....	.....	.....	14	608	309	2,371	91	1,349	931
" K.....	15	20	14	21	8	3	1,813	8	2	28	7	26	341	2,306	81	1,813	412
" L.....	.....	7	17	.....	2	10	369	.....	.....	.....	1	2	159	567	36	369	162
" M.....	15	59	24	1	6	41	1,219	.....	2	4	4	337	339	2,051	146	1,219	686



TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE I.

KINDERGARTENS.

GROUPS.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	Col.	Totals
No. of Classes.....	2	2	1	1	.....	1	1	2	1	.....	1	1	1	.....	1	.....	1	1	1	1	.....	1	1	.....	21
Averg. No. Belonging	74	73	43	44	.....	37	42	70	36	.....	50	29	42	.....	40	.....	33	32	39	25	.....	67	38	.....	814
No. of Teachers.....	2	2	1	1	.....	1	1	2	1	.....	1	1	1	.....	1	.....	1	1	1	1	.....	1	1	.....	21
No. of Assistants....	2	2	1	1	.....	1	1	2	1	.....	2	1	1	.....	1	.....	1	1	1	1	.....	2	1	.....	23

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

TABLE J.

UNGRADED CLASSES.

GROUP.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	Col.	Totals	
No. of Classes.....	1	.....	1	1	.....	1	1	.....	1	.....	1	.....	2	2	.....	1	1	1	2	1	1	.....	1	1	.....	20
Averg. No. Belonging	12	.....	15	6	.....	11	10	.....	15	.....	6	.....	12	21	.....	19	2	11	12	13	11	.....	13	9	.....	198

## TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.

## TABLE K.

## PREPARATORY CLASSES.

GROUP.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	Col.	Totals
No. of Classes.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	5	.....	.....	3	.....	.....	20
Averg. No. Belonging.....	.....	.....	.....	.....	.....	.....	.....	165	.....	.....	154	.....	.....	.....	.....	.....	.....	.....	157	.....	.....	114	.....	.....	590
No. of Teachers.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	5	.....	.....	3	.....	.....	21

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.  
COOKERY CENTERS.

Location.	Instructor.	Groups Represented.	Schools.	Grades.				
				4th.	5th.	6th.	7th.	8th.
At School No. 97....	Elizabeth Beyer.....	B, E, F, J.....	42, 77, 83, 71, 94.....	.....	.....	120	199	.....
" " 75....	Frances Rendall.....	O, R, S, N.....	30, 75, 9, 82, 95, 1, 72.	.....	.....	122	190	.....
A+ Branch of School No. 70.....	Charlotte Ellis.....	C, L, M, N.....	84, 70, 76, 92, 44, 72..	.....	.....	142	115	.....
At School No. 74....	Alice Burritt.....	K, L.....	74, 80, 51, 52, 53, 54..	.....	.....	.....	291	.....
" " 81....	I. Clair Sansbury....	Q, T, U, V.....	78, 46, 81, 60, 62, 64, 63	.....	.....	.....	227	16
" " 40....	Agnes Hunsicker....	D, G, F.....	93, 43, 73, 71.....	.....	.....	117	125	.....
" " 45....	Clara Champion.....	H.....	32, 45.....	.....	84	70	39	32
" " 98....	Helen S. Tatnall....	O, P.....	48, 66, 68, 98.....	.....	.....	.....	95	23
" " 85....	Helen A. Wagoner...J	J.....	85, 99.....	.....	88	42	44	.....
" " 108....	Carrie Carter.....	D, F.....	108, 101.....	19	81	32	44	13
Totals.....	.....	.....	.....	19	253	645	1369	84
Total.....	.....	.....	.....	.....	.....	.....	.....	2370

*Schools in which Cookery is Emphasized, Pupils Moving to and from a Room Especially Equipped for the Purpose, on Schedule Time, Once Each Week.*

Location.	Instructor.	Groups.	Grades—Girls.					
			4th.	5th.	6th.	7th.	8th.	Totals.
At School No. 47....	Mabel M. Rose.....	A.....	107	124	75	40	27	373
" " 106....	Carrie Carter.....	M.....	24	19	13	14	9	79

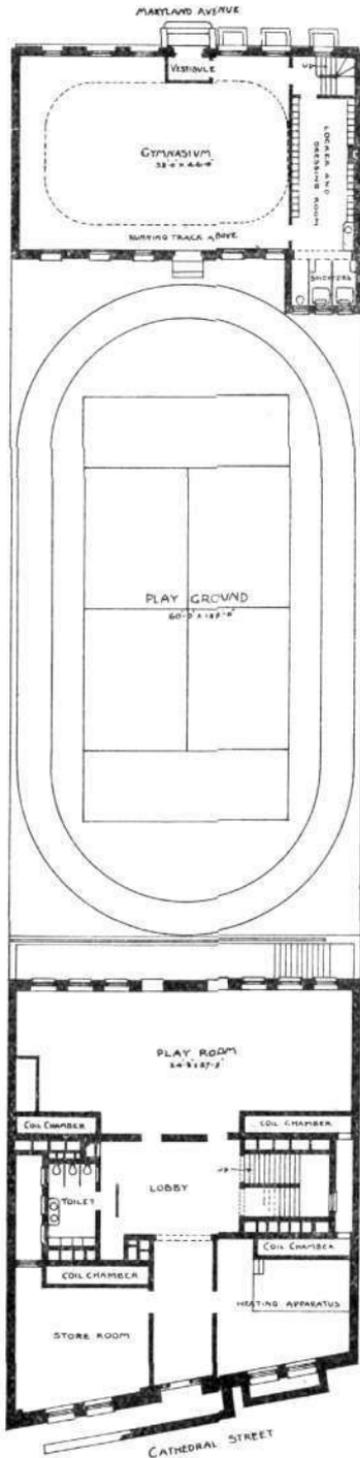
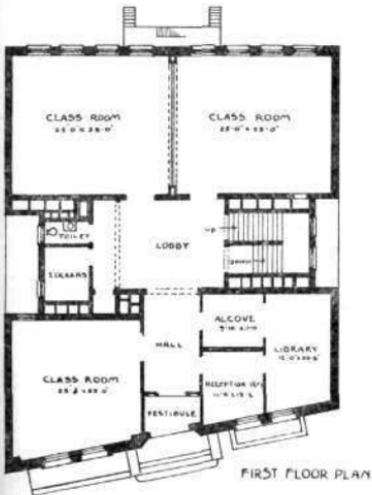
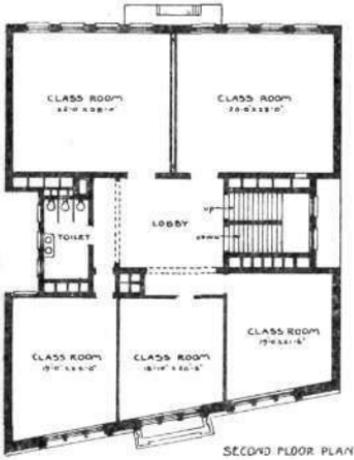
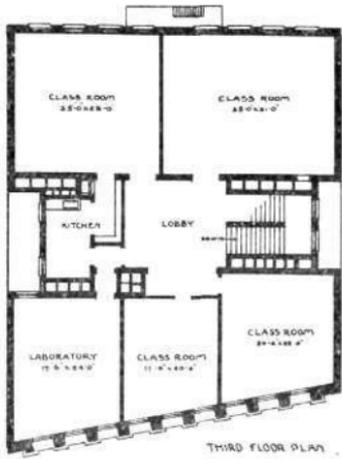
SCHOOL COMMISSIONERS.

TABLES ACCOMPANYING SUPERINTENDENT'S REPORT.  
MANUAL TRAINING CENTERS.

Location.	Instructor.	Groups Represented.	Schools.	Grades.							
				1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.
At School No. 99....	M. Robt. Altman....	I, J .....	80, 85, 94, 99.....						30	124	70
“ “ 9.....	Chas. A. Pettit.....	R, S .....	1, 75, 82, 95.....							169	100
“ “ 81.....	Geo. P. McCeney....	Q, U, V.....	60, 62, 63, 64, 78, 81..							184	130
At Branch of School No. 70 .....	Elizabeth Jenkins ..	C, L, M, N.....	44, 70, 72, 76, 84, 92..						149	136	45
At School No. 74....	Edna M. Johnson....	I, K .....	51, 52, 54, 74.....							180	120
“ “ 40.....	Elizabeth Swick.....	D, E, F, G.....	43, 71, 73, 77, 93.....						49	146	98
“ “ 98.....	Jas. B. Jones.....	O, P .....	30, 48, 66, 68, 98.....					72	59	109	58
“ “ 108.....	Clarence Whyte.....	D .....	101, 108 .....	100	85	16	16	44	16	17	12
At Colored High and Training School ...	Clarence Chambers..	H, V, Tr. School....	107 Br., 112, 113, 116, 118 .....	135					73	50	43
Totals .....				235	85	16	16	116	376	1115	676
Total .....											2635

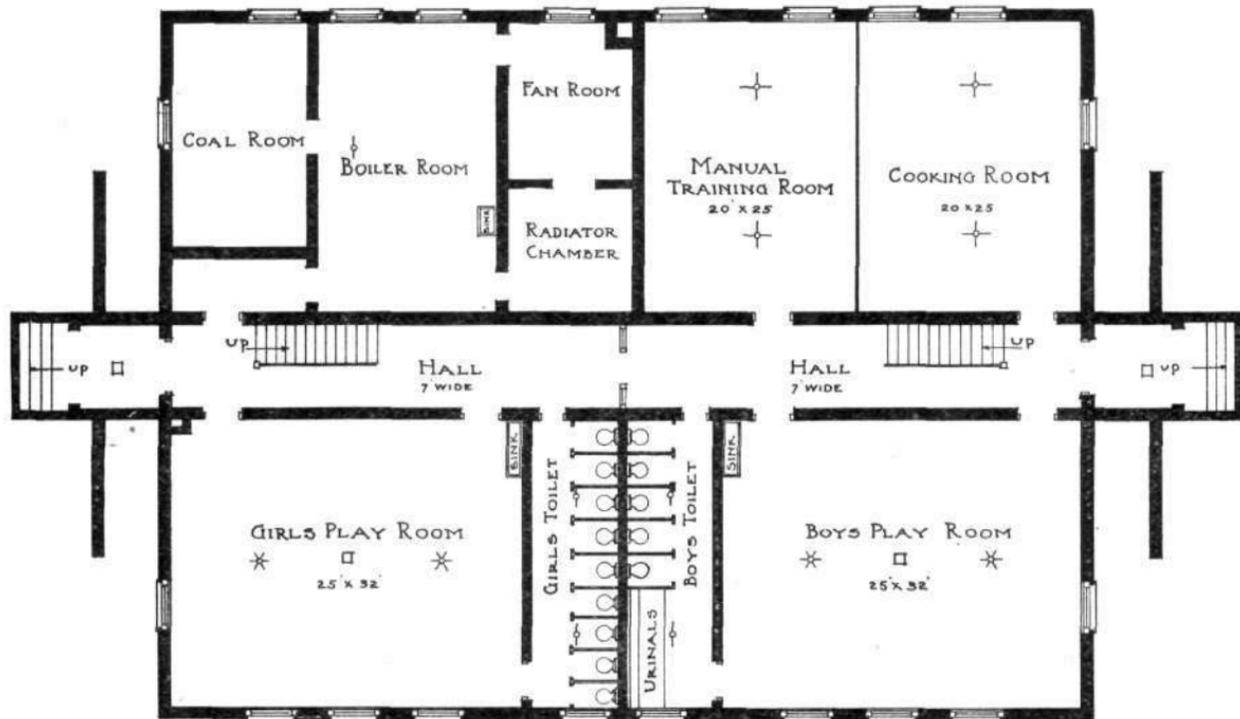
*Schools in which Manual Training is Emphasized, Pupils of All Grades Moving to and from a Room Especially Equipped for the Purpose, on Schedule Time, Once Each Week.*

Location.	Instructor.	Groups.	Grades.								Totals.
			Boys—Girls.			Boys.					
			1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	
At School No. 47....	Emma Fowler .....	A .....				131	111	83	65	27	417
“ “ 106.....	Winfort Braxton.....	M, and Tr. School No. 100 .....	217	124	100	53	14	28	18	15	569



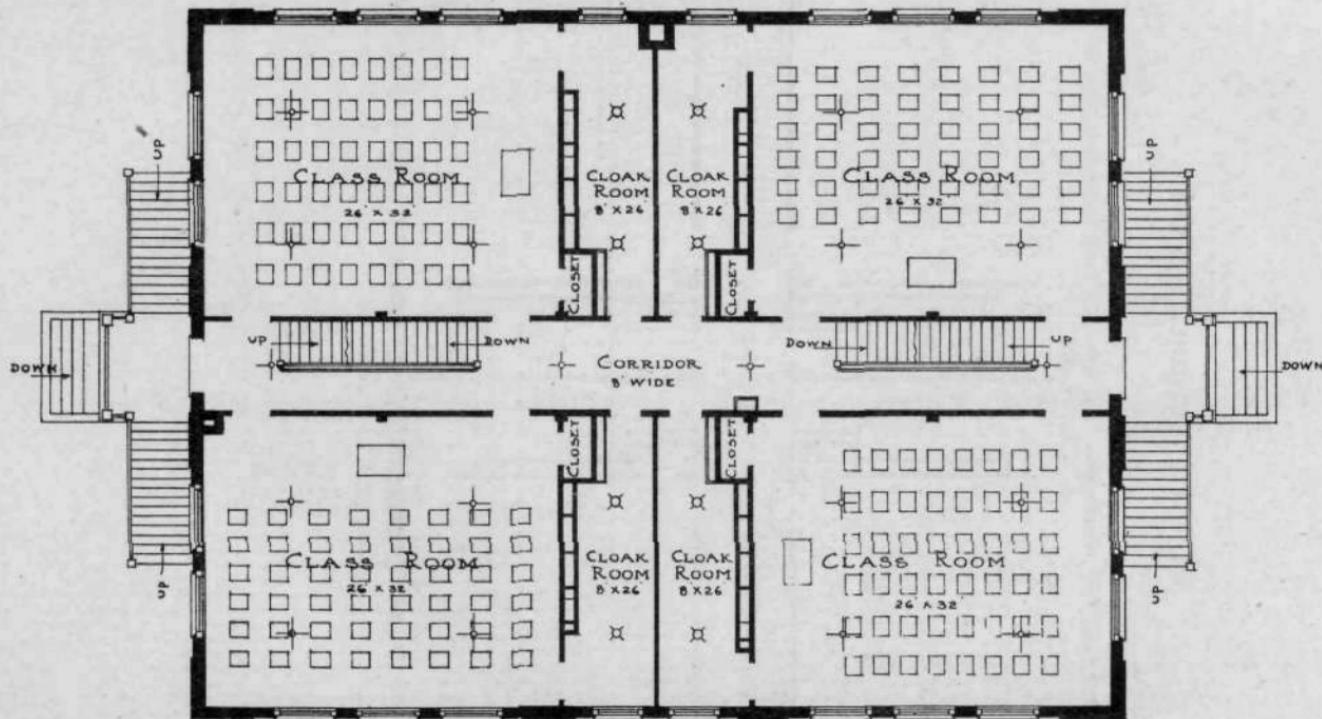
PLANS OF SCHOOL NO. 49.

PUBLIC SCHOOL No 64



BASEMENT PLAN  
SCALE 1/8" = 1'-0"

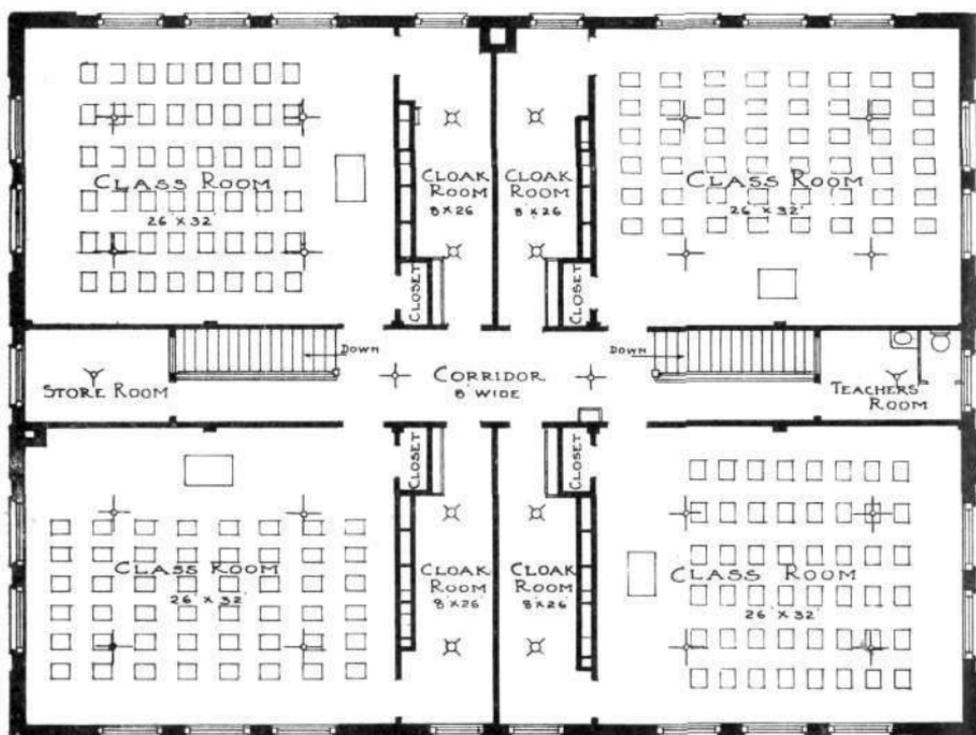
PUBLIC SCHOOL No 64



SCHOOL COMMISSIONERS.

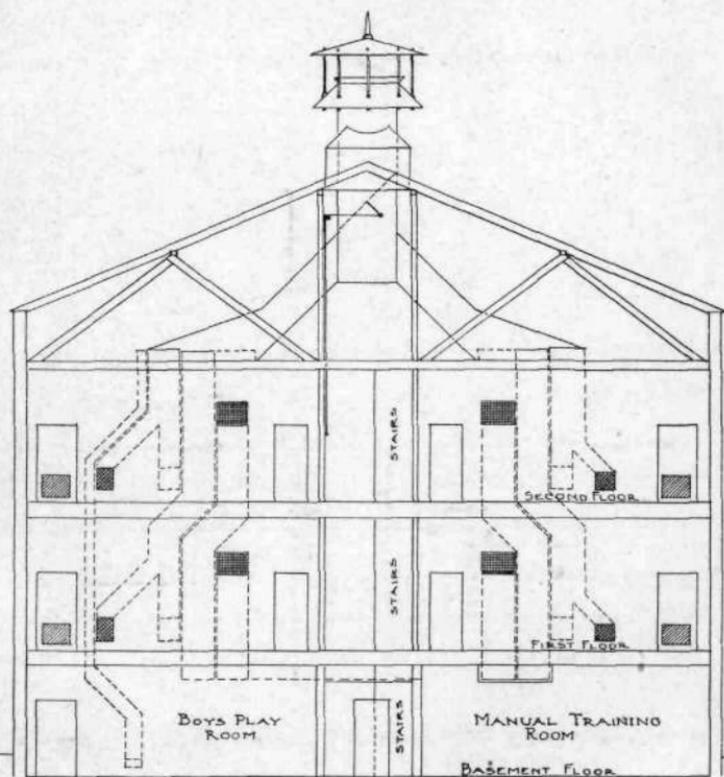
FIRST FLOOR PLAN  
SCALE  $\frac{1}{8} = 1'-0"$

## PUBLIC SCHOOL No 64



SECOND FLOOR PLAN  
SCALE  $\frac{1}{8}'' = 1'-0''$

PUBLIC SCHOOL No 64



SECTION  
SHOWING  
HEATING & VENTILATING DUCTS  
SCALE  $\frac{1}{8} = 1'-0"$

## HEATING APPARATUS.

FUEL,  
JULY, 1906, TO JULY, 1907.

Group.	SCHOOLS.	HEATING APPARATUS.						FUEL,						
		Classrooms.	Steam Boilers.	Smead Hot Air Furnaces.	F. W. Hot Air Furnaces.	Brick Set Furnaces.	Portable Furnaces.	Stoves.	HARD COAL,			Tons Sunbury.	Tons Bituminous.	Cords Wood.
									No. 1.	No. 2.	No. 3.			
A	School No. 47	24	2										112	1
	" 38	8						9		19	3	2		1
	" 3	16						2		75	40	2		1 1/2
	" 24	12		4		5	1		10	10	57 1/2	2		1
B	" 42	20		5				3		91				3 1/2
	" 6	12						13		30	5	3		3 1/2
	" 23	13				4		3	5	50	20	2		2 1/2
	" 25	16		4				3			85			3 1/2
C	" 84	21	2										120	
	" 28	11						12		20	20	2		3 1/2
	" 33	12		3			1	1		10	66	1		3 1/2
	" 35	11		3		1				25	67	1		3 1/2
D	" 93	16	Water 2					1		73 1/2		2		4 1/2
	" 93 W. Branch	10						1	6	3				1
	" 93 E. Branch	10						2	1	14				
	" 2	13						13		20	11	1		3
	" 8	14						20		41	8	2		2 1/2
	" 108	11						11		24				2
E	" 77	18					6			90	10	1		2 1/2
	" 07	6					1	9		25	4	6		3
	" 13	12		3						40	59			2
	" 83	22	2									8	153	1
F	" 71	16				5		6	53	20	10	2		2 1/2
	" 26	10						4		41		2		1 1/2
	" 111	10						11		29				1 1/2
	" 111 Branch	4						5		11				1 1/2
	" 5	16				6		1	50	40	5	1		3 1/2
	" 101	6						10		25				1
	" 40	15	Water 4					6		61	19		2	4
G	" 43	24				3	4		61	20	29			2 1/2
	" 43 Branch	4						4			11			1 1/2
	" 7	11						4		43				2
	" 73	16						4		48				2
	" 105	12						12		43				1 1/2
H	" 45	14						6		50	11	2		1
	" 113	11		3			1	2		11	75			1
	" 113 Portable	4						4						
	" 49, 808 N. Calvert street	7						5			35			2
	" 16	12				2	3	2	52	12	8	2		1
	" 32	12		3			1	1		20	79			3
I	" 80	24		6				3		138	4			2 1/2
	" 20	30					8	2		120 1/2	11	1		3 1/2
	" 74	23	2										249	2
J	" 99	24	1	3			1	1		44	100	1		3 1/2
	" 99 Portable	2						2						
	" 37	12		3				1			65			2
	" 37 Portable	1						1						
	" 94	26		2		4	3	1	62	10	45	2		3 1/2
	" 85	24	2										88	
K	" 51	16						16		58	7			3
	" 51 Branch	6						6		22				1 1/2
	" 54	20						7		128				2 1/2
	" 53	17	2										152	2 1/2
	" 52	8	1							40				2
	" 115	4						4		17				1
	" 115 Branch	2						6		3	2			
	" 50	4						4		10	12	1		1
	" 50 Branch	3						4		11 1/2				1 1/2
L	" 76	18				6	2	4	64	29	14	2		3
M	" 44	14					6			62		1		3
	" 106	20				8			12	65	2			2 1/2
	" 92	20				3	5	2		95		2		4
	" 29	15				5	2	2	47	15		3		2 1/2
	" 4	16				7	2	2	92	6	10			2
	" 70	16					5	2		45	5	2		3
	" 17	8						13		20	6	4		3 1/2
N	" 72	18				2	5	3		80				4
	" 12	14						16		40		2		5
	" 22	15						16		36		4		4
	" 34	12		4			2			15	60	2		3
	" 109	12						9		47				2 1/2
	" 109 Branch	1						2		11				1
	" 109 Portable	1						1						
O	" 48	12		3			1	2		10	65 1/2	1		2
	" 30	16				4		2	37	16		4 1/2		3
	" 19	13				1	3	2	53	16		4 1/2		2
	" 10 New	12	Steam 2							73 1/2				1
	" 19 Branch	7						2		12				1
P	" 68	14	Water 1	4				1		5	75			3 1/2
	" 66	4						5		17				2 1/2
	" 67	4		3				1			54	2		2
	" 96	17	Water 2			6			17		15			
	" 98	24	Steam 2										180	4
Q	" 78	17	1	4			1	1		9	117 1/2			4 1/2
	" 78 Portable	2						2						
	" 11	20				4	5	4		129	11	1		5
	" 63	13	1	3			2	2		11	60	2		2 1/2
	" 65	10		2			2	3		25	37	2		2
R	" 75	23				3	9	4	10	153		4		4
	" 15	15					6	2		51	5			2 1/2
	" 31	12		3			1	1		26	45			2
	" 39	12				3	2	2		75	10	2		3
S	" 95	16		4			1	1		26	120			3 1/2
	" 1	15				4	5	2		121				2
	" 9	16				6	2	2		92	1	1		2
	" 82	14					4		10	55 1/2	15			2
T	" 79	24	1	6				1			218			3 1/2
	" 21	12					4	2		72		1		2 1/2
	" 46	16					6	2	50	41		2		2
	" 91	12						4		35	10	1		2
U	" 61	18	Steam 1	8				1		16	212 1/2	3	25	3
	" 14	14				5	1	2	18	73	11	1		2
	" 60	15		4				2		20	114			2
	" 60 Branch	6						6			20			1
	" 81	18					7	2		96	4 1/2	1		3
V	" 62	23	2					3		16	7		155	2
	" 59	4								20 1/2				1
	" 64	8	Steam 1					2		6				2
	" 64 Portable Branch	2		6				2		11 1/2	181 1/2			5 1/2
	" 112	18						2						
	" 112 Portable	2						2		34 1/2				2 1/2
	" 118	8						9						
	" 118 Portable	1						2			7 1/2			3/4
	" 118 Branch	2												
W	" 55	24	2	3			1	1			88	3	146	4
	" 56	6						8		26	7			2
	" 57	6						7		10	21			4
	" 58	8	Water 1					8		15	34 1/2			1 1/2
	" 58 Branch	6								14	10			
P. S.	Colored High and Training	16		4			1			34	154	4	2	3
	" " Shops	4						6						
	" " Branch Shops	2						2						
	" " Annex	3						2						
	School No. 100	17	2										142	2
	" 107	12						12		46				3
	" 110	20				4		4	10	129 1/2		1		3
	" 116	12						12		35				3
	" 107 Branch	10	Steam 1							12				1 1/2
	Administration Building		Water 1							37		4 1/2		1
	Baltimore City College	22	Steam 2							5			312	2
	Eastern High School	40	Steam 3							69 1/2			408	
	Western High School	25	Steam 2							8			175	4
	Baltimore Polytechnic Institute	24	Steam 2							18	16			1
	Parental School						1	4						
	Parental School Portable							2						

REPORT  
OF THE  
SUPERVISOR OF SCHOOL BUILDINGS  
TO THE  
BOARD OF SCHOOL COMMISSIONERS  
DECEMBER 31, 1907

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BALTIMORE, January 1, 1908.

*To the Board of School Commissioners.*

GENTLEMEN—I have the honor to submit the following report for the year ending December 31, 1907.

*New Buildings*—The new building in Forest Park, known as School No. 64, was completed, equipped and occupied early in the year (April 1). The situation is a good one, having wide avenues on three sides, and the lot is large, being nearly 200 feet wide by 320 feet long, affording ample playgrounds. The nearest building stands about one hundred and twenty-five feet away, so that there is no danger of the light and air being shut off from this building, as has been done with a number of the city schools. The building is of red brick. It contains four standard class rooms on first floor and four on second floor. The basement story is well above the grade, is amply lighted and contains the manual training, cookery and recreation rooms, besides boiler rooms, fuel cellar, toilets, etc. There are two small offices or teachers' rooms on second floor; each class room has a cloak room. The building is heated by a low pressure steam boiler. A fan driven by electric motor forces heated air into the class rooms, and provides the necessary ventilation. The class rooms have been equipped with desks, blackboards, furniture, window shades, etc., as required.

The halls of this building are narrow and the stairways, which are somewhat contracted, land on first floor too near class room doors. Whilst this defect is not serious, it can hardly be claimed that the arrangement has been well designed. The appropriation for the erection of this building was \$43,167.05 and for the equipment \$4,000.

Photographs of the building and of the plans accompany this report.

*Buildings Under Construction*—No. 64 was the only building completed during 1907, and there are none under construction at present.

*Newly Rented Buildings*—The large frame building on Druid avenue, Woodberry, was rented in September and the first story fitted up for the use of School No. 56. There are five good class rooms, and a teachers' room and toilet and cloak rooms. Heating is by low pressure steam boiler, located in the basement. The rental is \$500.00 per annum.

The old brick chapel on Hull street, near School No. 76, was leased in April for the use of the Kindergarten class. It is a one story brick building, and fairly well answers its purpose. The rental paid is \$75.00 per annum.

*Parental School*—One of the portable buildings was removed in December from the yard of School No. 78 and placed on the lot on Gilmore lane, for use as the Manual Training Department of the Parental School. An extension of twelve feet was added to its length. A new roof of "Century" asbestos shingles was substituted for the old plastic slate.

*Rented Buildings Vacated*—The following is a list of the rented buildings vacated during the year, and the amount of yearly rent which had been paid for each.

Branch No. 19, 1724 Frederick avenue.....	\$720 00
School No. 56, Hickory and Fourth avenues.....	600 00
School No. 49, 808 N. Calvert street.....	540 00
Branch No. 64, Forest Park.....	360 00
Annex No. 64, Forest Park.....	150 00
School No. 90, 1846 N. Gay street.....	1,000 00
Total.....	\$3,370 00

*School No. 93, West Branch.*—It became necessary to occupy this building again. The partition and folding doors between the first floor rooms of front building were removed by the Inspector of Buildings, and what had formerly been a front and a back parlor converted into one large classroom. The same alteration was made on the second and third floors. These rooms have about sufficient floor space for a standard classroom, but they are long and narrow and poorly lighted.

*Buildings Purchased*—The buildings No. 1205 Cathedral street, known as the University School for Boys, or the "Marston School," was leased in July and occupied. The lot has a width of 60 feet north and south and a length of 223 feet and 235 feet from Cathedral street to Maryland avenue. The building on Cathedral street contains thirteen class rooms, offices, teachers' rooms and toilets, and a fine recreation room in basement. It is heated by low pressure steam boiler; the "gravity" ventilating system is carefully planned and operates fairly well. The interior of the building needs renovating. The Cathedral street front is a very handsome one, of dark buff brick and terra cotta. A photograph of the front and drawing of the floor plans accompany this report.

A considerable part of the school furniture was also purchased from Mr. Marston, and retained in the school.

The building on Maryland avenue is of corresponding design and materials to the Cathedral street building. It was erected as a gymnasium, but has not yet been equipped for use. It could be easily converted into manual training and domestic science rooms.

*Old No. 100, East Saratoga Street.*—This building has been turned over to the Police Department and is being altered for temporary occupancy as the Central Police Station.

*Portable Buildings*—No portable buildings were erected in 1907, as no appropriation had been made for the purpose. Several of these buildings are needed at present. Their advantages

over the ordinary or average class room found in rented buildings is so evident that their use is commended wherever it is practicable. One portable building was removed from the yard of No. 78 to Gilmore lane, as stated before.

*Condition of School Buildings*—Notwithstanding the many improvements and alterations made by the Inspector of Buildings during the past eight years, a number of the school buildings still remain in the "Defective" and "Delinquent" classes. No reference is made here to the rented buildings, as it is conceded that they *cannot be made satisfactory*. But such buildings as the School No. 111, Branch School No. 60, and West Branch No. 93, are so entirely lacking in the essentials of good class rooms that their occupancy is a discredit to the city. No. 2 is but little better than No. 111, and No. 22, owing to surrounding conditions, should be replaced by a new building at once. The special defects of these buildings have been pointed out several times in previous reports. See reports of 1904 and 1905 for a description of each school.

In some of the old buildings, class room stoves have been removed and hot air furnaces placed in cellars. Where these cellars are large and have windows opening on yards or streets, the change is commendable, but where spaces for the furnaces have been dug out under buildings that had no cellars, as at Nos. 20 and 77, and the furnaces placed in what is simply a wide ditch or passage way, conditions that are dangerous may easily arise. The confined cellar must get very hot and the wood joists of floor above become as dry as tinder. Some act of carelessness or forgetfulness on the part of the fireman, or a chance spark from a furnace, may result in a fire.

Dirt floors in cellars should be paved, as at Nos. 7, 19, 30, etc., etc. The school rooms above cannot be kept clean so long as these dry dirt floors continue.

The sanitary condition of the toilets in basements of Nos. 19 and 30 are little short of disgraceful. They are in fact dark, disgusting, discreditable. The number of water closets

is entirely inadequate—three times the present number would barely suffice for these large schools. The teachers' toilets should be provided, wherever it is practicable, inside the building, and at some point not too near the children's toilets.

At School No. 8, South Caroline street, the flushing toilets are in the rear of an unusually long yard—much too far from the building for comfort or the health of children and teachers who must make the visit during inclement weather.

*School No. 95*—It may be well to call especial attention at this time to the mistake made in purchasing this lot. The building was erected in 1890 at a cost of \$25,000.00. It is two stories in height, and contains sixteen class rooms. The lot cost \$15,000.00; is 81 feet wide, and stands on the north side of Lexington street, east of Fremont, about the centre of the block. On each side of school lot, at the time of purchase, stood a brick dwelling of average height and length. The school building is 60 feet wide; the yard on each side being from 10 feet to 11 feet wide. So long as the side windows of the school faced the yards of adjoining lots, there was sufficient light in class rooms, but now that a tall factory building has been erected on the west side of School No. 95, within 11 feet of school windows, all the way from Lexington street in front to Waesche street in the rear, the rooms on west side are too dark for school room work, the two middle rooms on first floor being oppressively dark, so much so that even black-board work cannot be done on bright days without artificial light. The west side of this building is no longer suitable for school purposes, and should another factory be erected on the east side, the school will be ruined. Had the adjoining lot on west side been purchased some years ago when an opportunity presented itself, this very serious condition would have been avoided. The remedy for existing conditions is now practically out of the question, owing to the great cost. See also report of 1904.

*Repairs by Inspector of Buildings*—As these repairs are generally mentioned in detail in the Inspector's Report, it seems only necessary to say here that the schools are kept in very fair condition. A number of basements have dirt floors—these are being paved with brick or cement as rapidly as the funds at his command will permit. Plastered walls and dark wood ceilings need painting in very many buildings. Nothing in this line was done during 1907, as no appropriation was made for that purpose. The Smead furnaces are near worn out in a number of instances. These should be renewed, or removed, and steam boilers substituted.

*Need of Better Buildings*—In previous reports the unsuitable character of many of the old buildings has so frequently been pointed out that it seems unnecessary to revert to the matter again. And so far as the rented buildings are concerned, they should all be vacated as soon as may be practicable, in consideration of the welfare of the children. Not one of them provides the pupil with those essentials which every child has a just right to ask of the community, nor does the community do itself justice when it fails to furnish the children the means of acquiring health and strength for their future duties of citizenship.

*New Furniture in Old Buildings*—Teachers' desks, pupils' desks, bookcases, tables, blackboards, window shades, chairs, etc., etc., should be renewed in many of the schools. If the life or usefulness of a pupils' desk is twenty years, there should be placed in the old buildings about four thousand new desks each year. Nothing approaching this number has been purchased during the past eight years (per year), and as a consequence, very many class rooms are using desks that should be discarded. A liberal appropriation is needed to improve this condition.

*Condition and Care of Furniture*—The failure of the average occupant of the classroom, or the caretakers, or the mechanics working in them, to recognize a duty they may owe to protect

rather than injure the property of the city, is surprising. Some two years ago the writer found a mechanic in School No. 81, who was cutting bricks out of a wall and flue of a classroom, deliberately placing these bricks on tops of new desks near him, whilst, with less effort, he might have laid them on the floor. Mortar boards have been found on desk tops, and improvised work benches. Teachers, sometimes, evidently forget, or rough tin basins filled with water and flower pots would not be placed on desks. A report was made to the Superintendent during October representing the care of the pupils' desks put in Schools Nos. 62, 74, 55, 54, 83 and 84, which were equipped in 1903. It gives me pleasure to call attention to the excellent condition in which the pupils' desks in Schools Nos. 55 and 84 were found, evidencing the appreciation of the teachers, and the thoroughness and diligence with which they exercise their care of the school furniture.

*The Dust Problem*—From the Report for 1905 the following is quoted:

“The problem of eliminating the dust of the schoolroom seems as far from solution as ever. The floor oils and the numerous preparations and appliances for allaying dust have thus far proven to be impractical when tested in the classroom. Instructions to janitresses prescribe that windows shall be open when sweeping and dusting, and the doors leading to corridors closed. This helps, in a measure, to mitigate the evil. The difficulty of thoroughly clearing out each day all dirt and dust from the floor becomes evident when it is remembered that in the average classroom of fifty pupils, each desk has four feet, or a total of two hundred, about which the patience and skill of the janitress must be exercised in removing the daily accumulation of street and yard mud that fifty pairs of busy little feet have brought into the room. The use of “heavy” floor oils tends to produce conditions that may become unsanitary, hence they are condemned. The joints in wood flooring are receptacles for dirt which cannot be removed by

scrubbing; and the water used in washing floors induces decay of organic matter in the dust of the floor joints. Disinfectants and germicides are furnished for schools where required, and careful attention is given to cleanliness; but in old buildings conditions are seldom entirely satisfactory. The methods of constructing the floors and the care of same as adapted to hospitals are hardly applicable to classrooms, nor is the use of tile, either clay or rubber, to be recommended here; but an improvement of existing conditions should be welcomed on the score of health."

In all new buildings there should be installed some pneumatic system of vacuum removal of dust. The cost in new buildings would not be prohibitory.

*The Pure Water Problem*—Experiments made by direction of your Board, and the various estimates of cost obtained, give assurance that the most feasible, most economical, and the system that is likely to produce most satisfactory results is some method of sterilization, such as that known as the "Forbes." I would recommend that some such apparatus be installed in the schools, whenever the necessary appropriation can be made for the purpose. No method of filtration is recommended.

*Larger Lots for Schoolyard Playgrounds*—Some schoolyards are so small that recess must be taken by a few classes at a time. Witness yard No. 1, Fayette and Greene streets. No argument is needed to convince a reasonable mind that large yards are a prime necessity for all schools. All then that is needed is larger appropriations, and larger lots will naturally follow.

*Ventilation*—I shall take the liberty again of quoting from a previous report. More and more is the subject of ventilation coming to be considered by teachers, parents and everyone having to do with, or an interest in, classroom management.

"The standard classroom recommended by this department for all new buildings is 26 feet wide by 32 feet long, having an area of 832 square feet, or an average of 16 square feet for each of 52 pupils. This is about the standard requirement of the best authorities. In many of our schools, in fact, in most of the old buildings, the classrooms average in size about 20 feet by 24 feet, with an area of 480 to 500 square feet, or an allowance per pupil in a class of 50 of about 9 square feet; or where there is an average attendance of 40 per class, an allowance of 12 square feet. This limited floor area, taken in connection with the low ceilings, furnishes an average of not over 130 cubic feet of air space per pupil against a standard requirement of 180 to 200 per pupil. This defect could be remedied in a number of the schools by altering classroom partitions so as to make the classrooms larger, the result being fewer classrooms but a gain in size for the individual classroom.

"The proper ventilation of the classroom is possibly the most important matter to be considered in designing, constructing and caring for the school building. Recognizing the absolute need of fresh, pure air, the laws of some of the States direct that each pupil shall be supplied with not less than 30 cubic feet per minute. In the buildings erected in this city during the past eight years, it has been the aim of the builder to provide this quantity of fresh air, and this has been more or less successfully accomplished. But in the best of those old buildings that are heated by furnaces, the ventilation is very imperfect, and in some it is practically absent; and where the heating is by stoves, the ventilation is nil, unless the teacher's thoughtfulness may provide a partial change of air by opening the windows when such a course is permissible.

"It is urgently recommended that this most serious defect in so many of the classrooms be remedied by placing in the school basement a low pressure steam boiler, with radiators located under a window in each classroom, and provision made for

bringing through the wall to the radiators a constant supply of fresh air, through metal pipes, the supply to be controlled by damper. From each classroom a galvanized iron vent duct should be run up into the roof space and there gathered into a vent stack, and the foul air forced out through the roof by an electric fan.

"This method of ventilating classrooms may not provide 30 cubic feet of air per minute for each pupil, but it will go far toward modifying the present distressing condition and will amply repay the city for any outlay that it may make in the saving of life and health of its children.

"If this department is to lend a hand in the fight against the spread of tuberculosis, conditions existing in some of the school buildings should be remedied forthwith."

*Janitor Service*—The changes made during the year 1907 were as follows:

Engineers appointed .....	4
Engineers resigned .....	2
Firemen appointed .....	11
Firemen resigned .....	7
Firemen deceased .....	2
Firemen transferred .....	2
Firemen dismissed .....	2
Janitors appointed .....	4
Janitors resigned .....	1
Janitresses appointed .....	21
Janitresses resigned .....	16
Janitresses deceased .....	1
Janitresses transferred .....	3
Janitresses dismissed .....	6

Total number employees December 31, 1907:

Engineers .....	16
Firemen .....	79
Janitors and Watchmen.....	16
Janitresses .....	209

*Pay of Employees*—I would again urgently recommend that increased pay be given to many of the employees. The minimum monthly wage of a janitress is \$16.00; this should be made \$20.00. Quite a number of the firemen receive from \$40.00 to \$45.00 per month. This is too little. The entire time of the fireman is required and a larger wage is his due.

*Landscape Architecture*—The opportunity to improve grounds about school buildings is rarely presented, but where it does exist, as at School No. 74, it ought not to be neglected. Some attempt has been made to beautify these grounds by the planting of trees and the making of walks and terraces; and, during the warm months, the teachers cultivate flowers along the stone walls and the walks and terraces. The grounds about No. 64 at Forest Park, and several other suburban schools could be made object lessons of beauty in their localities by the judicious expenditure of a small sum of money.

*Fuel*—A tabulated statement of the quantity and kind of fuel supplied to each school during the scholastic year 1906-7 is shown by the annexed table.

### SCHOOL PLANNING.

In the Report of 1903 a partial list was given of the requirements of a modern elementary school building. To that list the following might well be added:

A. *Frontage*—Southeast preferable; where this is impracticable, east or west is to be preferred to north or south.

B. *Number of Stories*—Three, above a high basement story. Floor of basement not more than 3 feet 6 inches below grade, less if possible.

C. *Plan*—A parallelogram is suggested as best, as at Nos. 47, 62, 74, etc., having wide longitudinal corridor with fireproof stairway at each end.

D. *Entrances and Exits*—One entrance at each end of building is imperative, and a main entrance at centre of front when practicable. Exits to yards from each toilet room essential, and from first floor to each yard desirable.

E. *Corridors*—Minimum width 10 feet; and 12 feet more satisfactory. Large windows at each end for light and air. All doors should open outward.

F. *Stairways*—For two-story buildings, one at each end of corridor, and for three-story buildings, another stairway near centre. All fireproof and enclosed in brick walls. Width never less than 5 feet, two flights between each story; no winding or diagonal steps permitted. Height of riser from six to six and one-half inches, and treads eleven to twelve inches on the carriage.

G. *Water*—For drinking and for janitors' use to be provided on each floor.

H. *Artificial Lighting*—Building should be piped for gas and tubed or wired for electric light.

I. *Heating*—Should be the "direct-indirect" system, with radiators in the corridors, near doorways, and in the more exposed classrooms.

J. *Ventilation*—By a plenum system, with fans run by electric motors. Both warmed and tempered air to be driven up to classrooms, corridors, offices, cloakrooms, etc. Provide each pupil 30 cubic feet of air per minute. Flow through registers not to exceed six feet per second. Locate heat register eight feet above floor, and vent register just above washboard.

K. *Boilers*—These should be low pressure. All walls about boiler rooms of brick, and ceilings of steel and terra cotta, or of reinforced concrete.

L. *Toilets*—Teachers' room on each floor to have one wash basin and one W. C. Children's toilets located in basement, well lighted and ventilated, floor asphalt. Allow one closet for each twenty-five boys and one for every fifteen girls.

Urinals to be of slate, with slate stall divisions, and slate floor four feet wide sloping to a slate gutter.

M. *Office*—One on first floor near main entrance. With large book closet adjoining. Provide one basin and one W. C.

N. *Dust Removal*—Instal piping, etc., of an approved system of pneumatic dust removal from all classrooms, offices, teachers' rooms, corridors, etc.

### CLASS ROOMS.

O. *Size*—Classrooms should be 26 feet by 32 feet, equal in area to 832 square feet, or an allowance of 15 square feet for each pupil and teacher. Height of ceiling, 13 feet. Classrooms for special work to be specially considered.

P. *Lighting*—Glass area of windows not less than one-sixth the floor area. Light must enter from the left side of the pupil. Additional lighting from rear permissible. Head of windows about 12 inches below ceiling; less in basement rooms. Window sills on left side 3 feet six inches above floor; those in rear 6 feet to 7 feet up. Piers between windows as narrow as practicable.

Q. *Color of Walls*—A light grey, or greenish-grey, or light drab. Walls should be painted in oil, so they may be washed, and without gloss, and stippled to prevent reflection.

R. *Shades*—Two shades for each window, both to roll up. Upper shade to be hung 3 inches to 4 inches below the window head, so that ventilation may be secured when shade is drawn down. Color to match tint of wall, as a light green or olive, or ecru.

S. *Blackboards*—Of natural slate, 3 feet 6 inches wide (or high) on front and right side of class; 2 feet 2 inches, 2 feet 4 inches and 2 feet 6 inches above floor for primary, intermediate and grammar grades.

T. *Bookclosets*—Each classroom to have a book closet near teacher's desk, 24 inches deep by 4 feet to 5 feet wide.

U. *Doors*—From corridors to classrooms 3 feet 6 inches wide by 7 feet high, with glass in upper panel and hinged transom above; to open from room into corridor or cloakroom.

V. *Floors*—To be edge grain long leaf Southern pine. Junction of floor and wainscot or sur-base finished with a cove or quarter circle for convenience in sweeping. Floors should be sound proof. Floors of corridors to be of hard pine, terrazzo or tiling.

W. *Cloak Rooms*—Provide one for each classroom, adjoining same, with one door to classroom and one to corridor. To be heated, ventilated and have one outside window. Floor area about 100 square feet.

X. *Storm-doors or Vestibules*—Should be provided at the entrances of each building. It is dangerous to have small children attempt to open the large outside doors during windy weather.

*Credit* is due the Boston Schoolhouse Department's Report for 1907 for many of the above suggested requirements.

Respectfully submitted,

BENJ. B. OWENS,

*Supervisor.*